Gender Impact

Comments by Tom Ramsay

According to recent data cited in the U.S. Bureau of Labor Statistics' *Occupational Outlook Handbook* (2004-05 Edition), the number of women in the U.S. labor force is projected to grow by as much as 14.3 percent from 2002 to 2012, compared with 10 percent for men.

Also predicted is the expansion of installation, maintenance, and repair jobs which are expected to grow by 13.6 percent. If these forecasts prove accurate, gender impact will continue to be a relevant issue for employers in these areas.

The publisher's *Manual – Forms S and T* (1969) for the *Bennett Mechanical Comprehension Test* shows a mean for males (Grade 12) at 9.0 and for females (Grade 12) at 8.2 for a part of a total sample of 1,791 for *DAT Mechanical Reasoning Test* – Forms L and M. This is a mean difference of 10.5 or 1.2 standard deviations on a form suggested as an alternate equivalent form by the publisher.

However, when a food producer tested 687 applicants for a production job, the male/female mean difference was .49 standard deviation with Ramsay Corporation's newly validated ***Mechanical Aptitude Test.***

For those concerned about gender differences on measures of mechanical aptitude, ***Mechanical Aptitude Test*** offers a measure based upon four universal knowledge areas: Household Objects; Work – Production and Maintenance; School – Science and Physics; and Hand and Power Tools.

Lisa Finkelstein and Donald Truxillo

Sunday Seminars = Expanded Tutorials SIOP 2005
Julie B. Olson-Buchanan

Preconference Workshops for SIOP 2005: A Blockbuster Lineup!
Luis F. Parra

APA Returns To Our Nation's Capital
John C. Scott

Reminder: SIOP Executive Committee Endorses Sharon Brehm for APA President-Elect
SIOP Executive Committee

Report on the July 2004 Meeting of APA Council of Representatives
James L. Farr

Team Effort Spotlights Human Resource Research Practice Gap
Wendy Becker and Clif Boutelle

SIOP Fellows

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Obituaries: Mary Anne Lahey (1955-2004) and James H. Morrison (1918-2004)

SIOP Members in the News
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Announcing New SIOP Members
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CONFERENCES AND MEETINGS

CALLS AND ANNOUNCEMENTS

Fritz Drasgow

Greetings from Champaign! As I write this column, the golf courses are in good shape and I suspect **Chuck Lance** and **Jose Cortina** have their games honed to a razor's edge.

Federal Funding for I-O Research

Over the past year, I've heard often that deans and department heads are applying more and more pressure on their I-O faculty members to obtain federal research grants. Due to the slow economy, tax revenues are down and many states have imposed cuts on the budgets of their public universities and colleges. External funding is a natural approach to coping with these financially difficult times and many SIOP members are being asked to obtain grant money. Consequently, one of my goals as your president is to work to improve federal funding for I-O research.

I attended "The Nuts and Bolts of Obtaining External Research Funding" symposium at the SIOP conference last April. It provided very useful information about funding and presented several promising avenues for I-O psychologists. Thanks are due to **Tammy Allen** for organizing this symposium and to **Tom Hilton** (from the National Institute on Drug Abuse), **Robert O'Conner** (from the National Science Foundation), **Leslie Hammer**, and **John Hollenbeck** for presenting.

Tom Hilton is a program official at National Institutes of Health's NIDA. He administers a portfolio of grants that tries to infuse mainstream I-O research into finding ways to provide the nation's substance abuse treatment services faster, better, and cheaper. NIH grants not only include research projects but graduate and postgraduate fellowships and career development grants. Those interested in learning more about NIH grants can find a brief overview of research goals at http://www.drugabuse.gov/about/organization/despr/SRBProgAreas.html, and www.theresearchassistant.com offers information on the various support mechanisms NIDA supports. Anyone considering applying for an NIH grant should contact Tom directly at tom.hilton@nih.gov.

As we learned in the Nuts and Bolts symposium, Leslie Hammer is a good example of a SIOP member who has obtained external funding. In addition, she is SIOP's representative to the Work, Stress, and Health Conference Advisory Committee. The conference is sponsored by APA in collaboration with the National Institute for Occupational Safety and Health (NIOSH). The next conference, Work, Stress, and Health 2006: Making a Difference in the Work-

place, will be held March 2–4, 2006 at the Hyatt Regency Miami in Miami, Florida. Continuing education workshops will be held on March 1, 2006. Please note that continuing education workshop proposals are due April 1, 2005 and the deadline for interactive posters, papers, and symposia is May 1, 2005. NIOSH is a source of potential funding for I-O researchers and the conference would provide opportunities to learn about the most recent research and network with people who work in this area.

Defining a Job Applicant in the Internet Age

In March 2004, both the EEOC and the OFFCP released draft documents that defined "job applicants" in the context of Internet recruitment and hiring. These definitions were contradictory is some aspects and troubling to a number of SIOP members. **Doug Reynolds**, chair of the Professional Practice Committee, worked with **Jennifer Burnett, Michael Campion, Monica Hemingway, Michelle Jayne, Nathan Mondragon, Mort McPhail, Paul Sackett,** and **Evan Sinar** to develop responses that were submitted to the agencies. I want to thank Doug, Jennifer, Mike, Monica, Michelle, Nathan, Mort, Paul, and Evan for their conscientious and rapid response to this important issue. To learn more about the EEOC and OFCCP definitions and SIOP's response, see the article by Doug in this issue of *TIP*.

International Directory

Jim Beaty, chair of the Electronic Communications Committee, reports that SIOP has begun to develop an International Directory. The purpose of the directory is to foster communication and connections among parties interested in industrial and organizational psychology throughout the world (particularly outside the United States). The directory was designed to have three types of entries: (a) professional organizations related to I-O psychology such as SIOP, (b) schools with graduate programs in I-O and related fields, and (c) individuals. The initial directory with professional organizations and schools has been posted on the SIOP Web site (http://www.siop.org/). The third type of listing is just being developed.

SIOP is currently looking for individuals to be international liaisons. The basic responsibility of the liaison is to answer questions and inquiries sent from people (I-O psychologists) around the world on topics chosen by the liaison. For example, liaisons might volunteer to answer questions related to business opportunities in their countries (e.g., staffing for international companies). They might also receive invitations to participate in cross-cultural research programs, faculty exchange programs, or other academic pursuits.

If you are interested in joining the directory, please complete the survey online at http://www.siop.org/. The information you provide will be displayed to people who search the directory so that they can see where you are and what top-

ics you choose to address. Once in the directory, you do not need do anything but be available to answer questions or inquiries from fellow I-O psychologists.

Status of I-O Doctoral Programs

For several years, there has been concern about the status of I-O doctoral programs in psychology departments and their future. **Rich Martell** is chairing a taskforce to consider these issues. **Paul Hanges, Ann Marie Ryan**, and **Lois Tetrick** are also serving on the taskforce. The taskforce will consider (a) the perceived status and treatment of I-O psychology within departments of psychology in the US; (b) the extent to which concrete actions aimed at enhancing the status and treatment of I-O psychology are seen as potentially effective; (c) the nature of doctoral training in I-O psychology, especially as it relates to I-O psychology as a science; and (d) the movement of new PhDs into psychology versus business schools. The taskforce has completed an initial draft of a survey instrument and will be conducting an online survey of I-O psychology doctoral program heads and directors. Ultimately, the taskforce will (a) develop a strategic action plan designed to enhance the status and treatment of I-O psychology, which will entail the implementation of concrete actions suggested by the taskforce; and (b) collect follow-up data designed to measure the impact of the strategic action plan.

News From the SIOP Foundation

Paul Thayer reports that for the first time Foundation funds were used to provide $2,000 scholarships to three doctoral students to help them complete their dissertations. The scholarship fund of the Foundation needs additional contributions to make these awards possible every year, so please be generous when you receive their next mailing. More details will be provided in the annual report, which will be mailed this fall.

Next Year's Conference

Program Chair **Lisa Finkelstein** has assembled a large cast of reviewers and is gearing up for the large and complex task of reviewing submissions. Last year's chair **Rob Ployhart** and his committee received over 1,000 submissions, so it's clear that Lisa and her team have a big job to perform.

Our hotel, the Westin Bonaventure, may look familiar to you as it is frequently used as a movie set. The hotel has a wonderful location in the heart of the reimagined and rebuilt Bunker Hill cultural center of downtown LA. Hollywood is only part of what LA offers, so plan to spend some extra time in LA.

My Old Kentucky Home

Laura L. Koppes
Eastern Kentucky University

My first column for the July issue of *TIP* was written while living in the Czech Republic this past winter and spring. After 6 months of teaching Czech students about research and practice in industrial-organizational psychology and human resource management, being an ambassador to heighten awareness about Americans, and traveling around Europe, I must admit that it is nice to return home. I return as an individual who has grown many ways both personally and professionally, however. My good friend and colleague, Susan McFadden of the University of Wisconsin–Oshkosh, stated to me before my departure that living abroad as a Fulbright Scholar could be a life-changing experience. I did not have a thorough understanding of the significance of that statement until after having to reenter into the American culture and society for the past few months. I view and approach life differently than I did before. (For the better, I hope!)

Many SIOP members and International Affiliates have had enlightening experiences in other countries. To learn from each other, I am pleased that **Natalie Allen** is spearheading a new column in this issue about international work experiences titled **Changing Places in a Small World**. For those of you who know Natalie, you would agree that she is an appropriate subject matter expert for this column because she and her family have lived and worked abroad on several occasions. Please be sure to contact Natalie about including your adventures in future columns.

I mentioned in the last issue that I was looking for a SIOP member to provide leadership for a column that focuses on international issues. Although retiring from the **Practice Network** column, **Michael M. Harris** enthusiastically offered to lead the global column. The column will be titled **Global Forum**, which will replace the column formerly called **Global Vision**. Michael will inform you of his plans for the column in the January issue of *TIP*.

I would like to continue the **Practice Network** column to keep members apprised of cutting-edge practice issues. If you are interested or know an individual who would effectively lead this column, please send me a note at Laura.Koppes@eku.edu.

Fritz Drasgow describes examples of federal funding in this issue's presidential column. I would be delighted to print additional examples of research and/or applied grants/funding. I encourage you to send submissions

that are no longer than 3,000 words in length and would have broad appeal to the membership.

I am finding that the challenge of being a *TIP* editor is to predict the information and topics that readers would find beneficial. I hope you will enjoy the features, columns, news, and reports in this issue. I am grateful for the brilliant editorial board members, who volunteer their time and expertise to provide insightful and interesting columns. I would like to note that **Frank Landy** desires to hear from "younger" SIOP members for his column **What I Learned Along the Way**.

We are fortunate to have a plethora of members who contribute efforts as committee members, officers, and so forth, which is apparent when reading the reports. Furthermore, in this issue, you will read about SIOP members who provide their expertise in various venues (i.e., responding to EEOC and OFCCP, testifying to the U.S. Congress, reporting in the news, etc.). SIOP has established many awards to recognize members and students; please note the deadlines to apply for the awards. Several pieces of information are available in this issue about the 2005 SIOP conference, which will be an exciting event to celebrate 20 years of the conference.

As always, I welcome your feedback and ideas as I and the editorial board strive to create *TIP* issues that are informative and helpful.

Na zdravi!

Reaction to *TIP* Article, "Observations from Chicago: Feedback to Speakers at the 2004 SIOP Conference" (July 2004)
Letter sent to the editor, August 14, 2004

No offense intended toward **Joseph King**, but why is *TIP* using 2.5 printed pages on presentation advice from one person? Joe's comments may be useful but would be far more useful if placed in the context of other opinions, from both SIOP presenters and audience members, as well as those who have been regular attendees at SIOP over the past several years. One person's "awful!" is another's "eureka!"

I'll add a few thoughts to make the *n* at least 2. If you look and act interested in what you are talking about, your audience just might trust you and enjoy it, too. Don't assume your talk is so fascinating that all posteriors in the room will be on the edge of their seats. Smugness can lose an audience as quickly as disinterest, maybe even more quickly. In my own presentations, I prefer an energetic style. Nothing keeps an audience interested more than complete unpredictability in what you will say and do to get your point across. As someone who enjoys public speaking, I relished the opportunity to present a symposium paper for the first time in Chicago and had a blast with it. The streaker running through the room during my talk didn't even phase me.

Best regards,

Bill Rogers
Grand Valley State University

Defining the Profession of Industrial-Organizational Psychology

Michael Gasser, Adam Butler, Leisha Waddilove, and Rowena Tan
University of Northern Iowa

As the coordinator of an MA-level industrial-organizational psychology graduate program, part of my (Michael Gasser) job is to develop internship opportunities for our students at area companies. Our program is located in a community of approximately 100,000 people and the field of I-O psychology is simply not very well known by local business leaders (Gasser, Whitsett, Mosley, Sullivan, Rogers, & Tan, 1998). When meeting with a business leader to discuss internships, I am often asked to explain the difference between one of our students and someone with a comparable degree from a business school. This is a very good question, and although I have an answer, other I-O professionals may not share my opinion. The purpose of this study was to determine what distinguishes I-O psychology from academic training in business.

In her 2003 SIOP presidential address, **Ann Marie Ryan** (2003) lamented the fact that industrial-organizational psychology is not very well known or understood. One solution she suggested was to change the name of industrial-organizational psychology to something that would be clearer and better received by business professionals. SIOP members voted on this issue in 2003 and our name remains unchanged. Although a name change may be beneficial in communicating with the business community and, in the least, a shorter name would be easier to say, the name change would not solve the broader problem of communicating about and advancing understanding of I-O psychology. Changing our name is irrelevant unless we market our profession, and we cannot carve out a market unless we have a clear understanding of our own identity.

We must market our profession if others are going to understand what we do. We believe there are two relevant issues here: (a) How should we advertise I-O psychology? and (b) What should we say about ourselves? We previously touched on the first issue, finding that word of mouth and mail brochures were the most common methods for advertising I-O psychology (Gasser, Butler, Anderson, Whitsett, & Tan, 2000). We argued that these methods of advertising were ineffective in reaching a large audience and that we needed to do more aggressive (and more expensive) advertising.

The second question is the focus of this paper and relates to what marketing professionals call "branding." How do we define ourselves as a profession that sets us apart and makes others want to utilize our services? A key developmental process of any mature profession is to differentiate itself from that of other professions in meaningful ways, such as practice, licensing, training, market, and scope. For the profession of I-O psychology, one of the most

important goals of branding is to show that we are different from a professional with an HR degree out of a business school. Otherwise, why not use them instead? In fact, why even have I-O psychology as a separate profession?

The participants in this survey were the 215 Fellows of SIOP that appeared in the 2003 SIOP Directory. We used Fellows as our participants because, typically, they have been in the profession for more time and have been more active in SIOP affairs than most I-O psychologists. In effect, we considered them to be experts in the field. We created an e-mail list that included 196 Fellows that had recorded e-mail addresses. We sent an e-mail message to the Fellows on this list that invited each of them to participate in a brief survey and provided a Web linkage to that survey. The survey asked for basic demographics: gender, age, years since receiving PhD, and location of employment. After the demographic questions, one open-ended question asked: "Generally, how are industrial-organizational psychologists different from their business school-trained counterparts with the same amount of education?" Of the 196 Fellows included in the e-mail list, two of the addresses were undeliverable.

Of the 70 respondents to the survey, 55 were male, the mean age was 56.9 years, and an average of 30.3 years had passed since receipt of the PhD. Twenty-two of the respondents reported their main place of employment was a psychology department, 32 reported a business school as their primary employer, 9 indicated they were primarily consultants, and 7 respondents were in the "other" category. Each researcher independently examined the open-ended responses provided by the Fellows and sorted each stated difference into categories. The categories that emerged from this sort were compared across researchers. We retained those categories that emerged for all four researchers. The method of analysis used is obviously subjective, as would be any coding or sorting method we chose to use. Given the inherent subjectivity of this process, we felt that it was especially important to make the raw data (the actual responses we received) easily available. We removed identifying information from the responses, but we did not otherwise edit them. We posted the responses as a downloadable PDF file at www.uni.edu/psych/grad/io/io_info.shtml. We believe that the raw responses of the Fellows are a rich resource for survey developers and generally of interest to the reader.

The following categories of differences emerged:

1. I-O psychologists have a greater familiarity with science and research. I-O psychologists have more training in statistics and a correspondingly enhanced ability to think of problems from a statistical perspective, meaning that they are less likely to be persuaded by anecdotal evidence or the testimony of experts. I-O psychologists are more knowledgeable about measurement and are more likely to look at performance as the behavior of an employee, rather than the outcome. I-O psychologists know how to conduct good research designs and are more likely to use empirical data collected in

an experiment as a way of knowing rather than experience and case studies. During their training, I-O psychologists are more likely to conduct research along with their coursework and experience greater involvement in research activities under the guidance of a mentor. In essence, I-O psychologists know how to think like a scientist.

2. I-O psychologists have a greater understanding of psychological theories and human behavior. I-O psychologists attend a core set of courses that reflect basic areas in psychology, such as social, personality, developmental, cognitive, physiological, and experimental. HR professionals that are business school trained take the business core classes, such as accounting, economics, compensation, legal topics, and finance. The focus of the I-O psychologist is on people and understanding human interactions, whereas the focus of a business school-trained HR professional is on economic and organizational outcomes. In effect, I-O psychologists know how to think like a psychologist.

3. The focus of I-O psychologists is typically at the microlevel; the focus of the business school HR professional is at the macrolevel. This difference is related to the difference described in the previous category and can be seen as an extension of the core coursework in each profession. I-O psychologists are more interested in an intervention's effect on variables at the person level, such as improvements in job performance behaviors, work motivation, job satisfaction, and organizational commitment—the human experience of work. HR professionals are more interested in variables at the organizational level, such as profit, productivity, turnover, and investment outcomes. I-O psychologists are more interested in people and base their efforts on a theoretical understanding of why people do what they do.

4. There is no difference or only a very small difference between the two professions. Several respondents commented that no real difference between the two professions exists or that if any difference did exist, it was very small.

Conclusion

The authors hope this paper provides a glimpse of what prominent I-O psychologists think about the difference between the two professions in question: I-O psychology and HR professionals from a business school. The responses we obtained provide guidance for the development of future surveys that are more objective, quantitative, and use a closed-answer format.

Many respondents ascribed importance and a certain amount of pride to our identity as psychologists. We see two important implications emanating from this perspective.

1. We are scientists. We are trained to be scientists. This means that we have a responsibility in our practice to utilize the scientist–practitioner model. For example, an I-O psychologist should take the time to convince a manager who wants a solution right now, and is satisfied with a solution if it looks like it should work on a surface level, that good science is a better

choice in the long term. We should use empirical means to collect data so that we know if an organizational intervention has been successful or not. Further, we should rely on good research design to tell us about success and not anecdotal comments or managerial testimony.

Further, being a scientist also means that we are debunkers. We have the responsibility to organizations to find out what really works and to debunk bogus claims from purveyors of business interventions.

- Do slogan-based posters have any motivational effects?
- Does the FISH training program work?
- Does training based on Steven Covey's theory work?
- Do wilderness team-building exercises work?

As these claims and products come up, we need to subject them to empirical scrutiny and inform the decision makers in a business about the product's ineffectiveness if it does not stand up to that scrutiny. Products like this cost corporations millions each year. One of the major services that I-O psychology and SIOP could offer as part of its outreach to business is to test these claims and then to educate managers about what does not work and what does work.

Finally, as scientists, we are developers of theory for good practice. This is because we base the development of our theories on empirical research and we further refine our theories with additional research. Often, in the business school model, this does not happen. Organizational theories sprout that have no basis in existing research and are never tested—or are even untestable. Truly, they are more philosophical in nature. As scientists, we should promote the use of empirically based theory. As has been said, there is nothing more practical than a good theory.

2. We are psychologists. This implication incorporates Categories 2 and 3, namely that we have a better understanding of psychological theory and we are more focused on microlevel analysis. As psychologists, we understand theories about human behavior and our focus is on the person level. Our primary goal is to improve the human condition at work. As opposed to business, where the focus is more often on initiating cost-saving measures, often at the expense of employee satisfaction, motivation, and performance in the workplace. Although the interventions and person-level variables that I-O psychologists focus on often have significant financial importance, we argue that improving the human condition at work is the correct goal for us to pursue given our background as psychologists and the unique training we receive. The challenge will be in finding a suitable way to market our focus on the human element that is meaningful to members of the business community.

Sometimes, among I-O psychologists and graduate students studying the profession, there is the perceived need to become more business-like, to take more business classes so that you know the terminology and points of practice. There is, sometimes, a lack of recognition *by ourselves* of what we, as psychologists, can offer an organization. As psychologists, we have a very

valuable set of tools for defining, understanding, and solving organizational problems that focus on humans and human behavior. Surprisingly often, taking the human element into consideration is neglected in business. As examples, managers and executives will miss the importance of basic human psychological needs, such as asking their employees for their opinions regarding a change before putting it in place, mandating change rather than developing opportunities for employees to feel ownership for a newly installed program, and ignoring the importance of feedback in the effectiveness of performance appraisal. When morale and job satisfaction plummet as a result of not taking the human element into consideration, the problem is seen by these managers at the level of high turnover, which they try to fix with a better compensation model. The human element never enters the equation. We should not underestimate the value of those core psychology classes. Our understanding of the human element and how to incorporate that into the work environment is a unique skill that our profession has to offer.

Caveats and Concerns

An important caveat to make about the points of distinction we have mentioned is that truly, they are a matter of degree rather than absolutes. At least in the past, business schools made a practice of hiring I-O psychologists onto their staffs and many of the Fellows that provided the responses in this survey noted that they were academics in business schools and sometimes in both psychology departments and business schools. In some business schools, the training received is nearly equivalent to an I-O psychology program. In other schools, the training will be very different. Although the differences between I-O psychologists and business school-trained HR professionals are in shades of gray, rather than black and white, they are still discernable.

Clearly, the methodology and analysis we used for this paper is less rigorous and more subjective than a factor analysis or other statistical data reduction technique that uses quantitative survey data. This is a concern. However, we felt that using an open-ended question and rationally based data reduction was most appropriate, given the exploratory nature of the study. We are unaware of any previous research that has directly examined this question and we felt we had very little direction for the development of quantitative survey questions. We hope that the results described in this paper can be used as guidance for the development of quantitatively based survey questions for more rigorous studies performed by future researchers.

To conclude, we have identified some of the distinguishing characteristics of the I-O psychologist—the things that set us apart from those with a business school background. If these are the things that define us as a profession, then how useful are they perceived to be by the business community? How do we market these differences to increase our demand in the business community? We submit that these are empirical questions.

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Contemporary Cases of Corporate Corruption:
Any Relevance for I-O Psychology?[1]

Joel Lefkowitz
Baruch College, CUNY

Recent corporate ethical meltdowns have caused enormous economic damage and loss of stakeholder trust (Fleming, 2004). There have been massive distortions of profit statements by misclassifying expenses, appropriation of corporate assets for personal use and gain by senior executives, extortionate compensation for management bearing little relationship to performance, and dilution of stockholder holdings by extravagant and undeserved executive stock options, the whole sorry mess being overseen by apparently comatose (or complicit?) boards of directors.

I would like to engage the readers of *TIP* in a consideration of this topic from four perspectives: (a) its implications for the study of organizational behavior; as well as its implications for I-O psychologists in our roles as (b) educators; (c) practitioners; and (d) members/managers of organizations potentially involved in such corruption. My intent is to stimulate discussion within the Society of the values and objectives of our field and the way in which they articulate—or not—with the values of the corporate world on one hand and the professional service model of psychology on the other hand.

In all honesty, however, that broad outline doesn't capture fully my own concerns in this area. I confess to something of a personal agenda, which is reflected in the tendentious press paragraph I wrote for this SIOP session in 2003:

> Practicing I-O psychologists make their livelihood by contributing to the corporate enterprise and serving the productivity goals and profitability objectives of corporate leaders—*just as did the auditors, bankers, lawyers, and securities analysts caught up in the scandals of the past few years.* Are I-O psychologists, therefore, susceptible to the same forces of corruptibility? Or does I-O psychology espouse *alternative moral values* and promote an ethical stance that places it in *opposition* to such forces?

Although only a portion of this essay addresses that question directly, it can be kept in mind as a meta-issue lurking beneath the overall topic. Perhaps another important thing to keep in mind is that Enron had a code of ethics, expressed commitments from top management for ethical practice, an ethical training program, a system to protect internal whistleblowers, and other indications of ethical sensitivity, as well. So, a second metaissue is one suggested by attempts to answer the questions: What went wrong? Why

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[1]This essay is based on the author's presentation as chair of a panel at the SIOP conference, April 12, 2003, Orlando, FL. The contributions of the other panelists, **Dan Ilgen, Bob Lee, Ed Locke, Rod Lowman,** and **Ben Schneider,** are greatly appreciated. They are not, however, responsible for the content of this paper.

weren't all those organizational and programmatic indications of ethical concern sufficient to prevent what happened?

Four Perspectives

I. Implications for the Study of Organizational Behavior

We can view the scandals of the past few years from the standpoint of social and behavioral scientists, as actions to be understood in terms of their individual, organizational, and societal antecedents, as well as the contextual influences that facilitate or discourage their emergence.

Ethical behavior has frequently been explained as a reflection of moral character and virtue, *or* personal values, *or* rational decision making, *or* following objective moral principles, *or* modeling the actions of significant others such as organizational leaders, *or* social (including organizational) norms and reinforcement contingencies. Of course, all may be involved, and treating such behavior as an object of scientific study like any other will contribute to its understanding—and maybe to its prevention. In recent years, personality and developmental psychologists have joined members of other related disciplines to focus on understanding the development of moral sensitivity and other antecedents of ethical behavior, to the extent of creating a subspecialization of "moral psychology." And I-O psychologists have highlighted the role played by contextual, including organizational, influences (cf. Lefkowitz, 2003, for a review of both areas).

But morality as a behavioral phenomenon differs from other types of organizational behavior we study. It is not simply an empirical or descriptive matter that can be analyzed with the traditional scientific detachment of presumably "value-free" investigations. It comprises a set of value-laden moral questions that forces us to grapple with our normative assumptions and personal values. This, of course, becomes inescapable in our role as practitioners contributing to the accomplishment of organizationally defined goals and objectives.

II. Implications for I-O Psychologists in Our Role as Educators

Many members of the Society are full-time or part-time academics concerned with the education of professional psychologists and/or future managers. To what extent are we preparing our students to deal with ethical issues and temptations in professional life? For example, 2003 was the first year that "Ethics and Values" was included as a submission category (among 45 content areas) for the SIOP conference.

Last year, the Association to Advance Collegiate Schools of Business (AACSB)—despite many petitions—failed to introduce a required ethics course as a condition for business degree accreditation. Most of the top MBA programs do not require a course in ethics. The same can probably be said with regard to many I-O psychology doctoral programs. What should the content of those courses include? Should ethical issues be integrated into *all*

courses? Well, "of course" is the easy answer to that one, but, as Mitroff and Swanson (2004) observed recently, distributing ethics across the curriculum results in "spotty and inconsistent [coverage], with only one-third of accredited [business] schools requiring a stand-alone course in ethics."

On the other hand, many have argued that ethical behavior is primarily a reflection of personal virtue or dispositional traits of "character" acquired early in life as a result of religious upbringing and/or other aspects of primary socialization. As such, to these folks, it is not much amenable to educational influences. But we know that organizational social structure, leadership, cultural norms and incentive systems do play significant roles (Ciulla, 1998; Darley, Messick, & Tyler, 2001).

A key issue, here, is the implied question "To what extent can we, as educators, reasonably be expected to accept some responsibility for shaping the future ethical behavior of our students?" In any event, how well prepared are we to do so? To what extent do we opt out simply because we ourselves are not versed in moral philosophy, ethical decision making, or in dealing with values issues? Even when I-O psychology doctoral students are exposed to "ethical issues," it is likely to be limited to topics such as the ethical treatment of research participants (offset with some complaining about the unreasonableness of Institutional Review Boards), as opposed to such esoteric topics as the social and moral justification for business and the responsibilities that entails, in addition to its instrumental and economic justifications.

Do we as a profession, in fact, shy away from a consideration of moral issues? A search of the subject indexes of 29 I-O psychology text books revealed that (a) the topic of *ethics* is listed in just six of the books, mostly a passing mention of the existence of the APA code; (b) the term *morals* or *morality* (generally used as a synonym for ethics) is not mentioned at all; (c) the term *values* fares better, being mentioned in 11 of the texts, but in all but two instances referring to work values or bureaucratic values as a component of organization culture. In only two instances are values discussed, even briefly, in the context of the professional values that inform and shape the research, theory, and practice of I-O psychology.[2]

III. Implications for I-O Psychologists in Our Role as Practitioners

A current popular conceptualization of capitalist free enterprise emphasizes "corporate social responsibility" and a "multiple stakeholder" model of organizational decision making. Nevertheless, the dominant value system guiding corporate America is one of productivity, profits, and shareholder value. It has been argued in many quarters, although certainly not universally accepted, that this value system and the goals it spawns—perhaps corrupted by the individual power needs of some corporate leaders—account for

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[2] Both of those had to do with the humanistic value system underlying the work of OD practitioners. And in one of those two instances humanistic values are held up as a difficulty to be overcome, as an obstacle to the realization of performance effectiveness and productivity.

the unethical "excesses" we have seen. In other words, it appears that under some circumstances, at least for some people, the distinctions are obscured between personal contributions to organizational success with their accompanying justifiable rewards—as opposed to individual greed and unjustified personal enrichment.

The enormous success in the business world of some modern professions such as accountancy, law, and many others is in part attributable to their positive contributions to the corporate enterprise. And those contributions have been enabled by these professions adopting the corporate value structure and their willingness to contribute to the goals of profitability and shareholder value, which generally provide the basis for their own remuneration as well.

Might this account for the complicity of the accountants, auditors, financial advisors, securities analysts, lawyers, and bankers who "serviced" the corrupt corporate executives in their illegal and unethical enterprises? If so, what is the potential for I-O psychologists, who appear to share the same success and corporate values, sharing a similar fate? The question is the extent to which those professions listed above, and I-O psychology, operate like those that Donaldson (1982) referred to as "new, technocratic professions" (e.g., the systems analyst, marketing specialist, labor negotiator, management theorist, and public relations expert) that lack "a spirit of altruism or service." He notes "The old professions have frequently failed to apply the moral standards articulated in statements of their professional goals; but the new professions fail, it seems, because they do not even attempt to articulate moral standards" (p. 113).

But might we be less likely to succumb? Perhaps, as psychologists, we are imbued with some countervailing values and norms? The preamble to the APA ethical code commits us not only "to increasing scientific and professional knowledge of behavior" but also "to the use of such knowledge to improve the condition of individuals, organizations, and society." How, and to what extent, is that implemented in I-O psychology? For example, on which side of the issue do we come down when improving the condition of many individuals and society conflicts with the aim of maximizing corporate productivity, profitability, and shareholder value?

IV. Implications for I-O Psychologists in Our Role as Organization Members

Many of us are full-time practitioners in corporations. In fact, at a certain point in our careers, many of us function more as general (or human resource) managers than as professional psychologists. The transgressing executives may be our own leaders, as well as the managers and role models of the employees with whom we work, who report to us and who are our colleagues. In other words, because those of us who are in organizations frequently move beyond the specific concerns of developing and implementing human resource systems, we no longer have the luxury of a purely technocratic perspective focused on validity coefficients, training effectiveness scores, per-

formance appraisal forms, definitions of competencies, and so forth to shield us from moral involvement in the overall enterprise.

Moreover, as noted earlier, part of our heritage from psychology includes a humanistic concern (cf. Kimble, 1984) for bettering the welfare of organizations *and* individuals, as well as society as a whole. This reflects what has been called "the true professional ideal" (Kimball, 1992) as part of "the professional model" (Hall, 1975). Consequently, as psychologists, it is appropriate that we assume a moral advocacy role in organizations. But that gives rise to several concerns. First, wouldn't it require that we take an active part in denouncing these unethical actions and their perpetrators? And might that not be personally risky? But there is evidence that some human resource professionals can and do adopt a role of ethical leadership and guidance within the organization notwithstanding that their professional loyalties and ethical commitments, as well as an altruistic norm of service, "may place them in direct conflict with their organization's business goals" (Wiley, 1998, p. 147).

Second, how does that role articulate with our supposedly "objective study" of unethical behavior as social scientists? This question is an extension of the nearly sacrosanct assumption of a "value-free" or "scientific" orientation in positivistic I-O psychology. But I do not think it can be argued successfully that our applied research and (especially) professional practice isn't currently imbued with the assumptions, methods, goals, and objectives reflecting the business value system. So, the issue is one of potentially competing or conflicting values, not the introduction of humanistic values into social systems void of any values at all.

The third issue concerns the value set that might guide us in such moral advocacy. What is it? Where is SIOP's ethical code or "mission statement" pertaining to this domain of human endeavor? Our current guiding light, the "scientist–practitioner model," is an inadequate statement of values in this regard. It embodies a *scientific* (i.e., descriptive and predictive) perspective, and an *instrumental* perspective. Arguably, missing from our core values as a profession, and hence, from our contributions to organizational discourse as well, is a well-articulated *normative* (i.e., moral) perspective as a third leg of support. In other words, we are used to asking scientific questions like "Is it valid?" and instrumental questions like "Is it productive? Efficient? Useful?" Glaring in its absence is the normative question that inquires "Is it the right thing to do?"

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More Tips for Obtaining a Job in Academia

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A January 2004 *TIP* article provided tips for obtaining a job in academia (Barbera, Carr, & Sasaki, 2004). In this article, we provide additional advice about different aspects of the application process.

What is the Basic Process?

Preapplication Preparation

As Barbera et al. (2004) mentioned, early preparation is crucial. First, decide the nature of the position you desire (i.e., business vs. psychology, research vs. teaching school, tenure track vs. contract positions). Some teaching schools offer renewable contracts or noncontract, employment-at-will positions rather than tenure-track jobs. Second, consider workload requirements for each position. The amount and type of work you do will vary by department and institution. Generally, a 2/2 teaching load (2 fall, 2 spring courses) is standard for a research-intensive institution, although some top research institutions offer lighter teaching loads. Teaching loads at smaller teaching institutions are typically significantly higher and research expectations are lower. Third, consider courses you will be expected to teach, their level (undergraduate or graduate), and whether you will supervise student research. Realize that working at a teaching institution may make it difficult or impossible to move to a research-intensive university in the future.

There are a number of places that post open academic positions. When searching for positions, be sure to:
- *Check multiple sources*. Different kinds of positions (e.g., business vs. psychology) tend to be posted in different resources.[1]
- *Realize university positions and budgets are unpredictable*. Positions may open unexpectedly that a university wants to fill immediately.
- *Emphasize positions that fit your interests and abilities.* Job fit is important, but don't define fit too narrowly. The market for I-O academics is often tighter than the market for applied jobs.

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[1] Locations of position postings are provided at the end of this article.

- *Apply to all relevant positions, regardless of geographic location.* Don't rule out positions based on geographic stereotypes; you may be in for a pleasant surprise when you visit the area! Applicants who have personal geographical limitations can expand their search in other ways.
- *Apply to both business and psychology programs.* Applying to both I-O and business programs can expand your search.
- *Apply for numerous positions.* You will hopefully identify 10 to 50 positions that meet your requirements.
- *Realize that advertised positions may not get filled or really be open.* Openings can be cancelled due to budget cuts or positions may be posted due to university requirements even though the department has preselected a candidate.

Your Application Materials

Barbera et al. (2004) provide important tips regarding preparing your vita and teaching portfolio as well as lining up letters of recommendation. You should also include a research statement discussing your research projects and goals in your application packet. In addition, include reprints or preprints of relevant publications. You will often receive a confirmation that your materials have been received or a notice that particular materials are missing from your packet; be sure to follow up on missing materials (e.g., letters of recommendation).

Interviews

There are two basic types of interviews: phone interviews and site visits.

Phone interviews. Many departments use phone interviews. The main purpose of the phone interview is to narrow the applicant pool to a few candidates who will be invited for onsite interviews. For the phone interview, be enthusiastic and prepared! Answer interview questions succinctly, emphasizing how your background fits the position. Revealing extraneous information about yourself can hurt your chances of being offered the position. Ask relevant questions about the position, and thank the committee at the end of the interview.

Site visits. The site visit gives the department a better opportunity to get to know you and further assess fit. Social skills inevitably play a greater role here. Be sure to:

- *Dress professionally but conservatively.* Keep jewelry, perfume/cologne, and accessories to a tasteful minimum.
- *Be confident and pleasant, not confrontational or too personal.* Polite disagreement is fine, but don't debate with the selection committee.
- *Be prepared to pay for expenses out of pocket.* Some departments will handle all travel details for you, others will not. Keep receipts for reimbursement.

A contact person will probably communicate with you prior to your visit and show you around and make sure you are where you need to be throughout the site visit. This person is a great resource!

- *Ask your contact person for a copy of your schedule in advance*. This will help you prepare for scheduled meetings. Ask for 30 minutes immediately before your job talk to get accustomed to the room and mentally gear up.
- *Ask to meet relevant faculty/researchers at the institution and/or to visit relevant facilities if these are not included in your schedule.*
- *Request to see things of interest in the community (e.g., housing) if these will affect your decision.* Get a feel for the economy, events, and area resources by picking up a local newspaper or housing guide during your visit.
- *Do not accept an interview offer if you know that you will not take the position* (e.g., spouse won't move, pay is too low to consider). Although some candidates believe any interview is good practice, academic departments have limited budgets, usually allowing no more than three site visits. An interview "for experience only" may keep a serious applicant from being interviewed and may result in a failed job search for the department.

Remember that the interview is as much for recruitment as selection. Ask questions that allow you to assess the fit between the department and your needs. Consult job search resources[2] for lists of questions to ask. You will meet many people during your interview (e.g., faculty, deans, students, staff). Assess whether information you get is consistent and fits your needs. Selection is a two-way street, both you and the department want to be happy with your choice!

Job talk. Especially for a research-focused position, the job talk is a very important part of your interview. It gives faculty members an opportunity to assess your presentation skills, teaching skills, and learn about your research. Although Barbera et al. (2004) discuss several important issues regarding the job talk, we offer some additional suggestions. The department will generally set aside an hour for your talk. Spend 40 to 50 minutes on your talk and allot the remaining 10 to 20 minutes for questions, unless the department instructs you otherwise. Begin your talk with an overview of your research program. Next, discuss research studies you have conducted and completed; two studies are typical. Simplify any complex procedures because you will likely present to a diverse audience. Blend results and discussion so that statistical results and the consequences are presented in an integrated manner. Summarize key findings and revisit how your research studies fit into your overall research program.

Some schools will also ask you to do a teaching presentation. Often this involves teaching a class on an assigned topic. Obtain information regarding the students so you can tailor your talk at the appropriate level. If you are given a choice on what to present, choose a topic you have taught already that has been well received. If you are assigned a topic, learn everything you can about the topic. Don't be afraid to say "I don't know" if an audience member's ques-

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[2] A list of relevant resources is available at the end of this article.

tion stumps you. Ask about the type of equipment that will be available, don't assume the classroom will be equipped with projectors or other equipment.

Negotiating the offer. You may need to wait to find out if you are offered a position because the university is still interviewing, they are taking longer than expected to make a decision, or they have offered another candidate the position. Be patient. If the institution is your first choice, consider contacting the chair of the selection committee several weeks after your interview to check the status of the position.

Think about what you need to set up your research program. Once you and the department agree on a start-up package, get it *in writing*. Clarify who provides basic resources such as printer toner, photocopies, file cabinets, and phone calls as some universities ask faculty to pay for such items out of their research funds. If written confirmation of the offer will not be provided for some time, follow-up on verbal negotiations with an e-mail summarizing the negotiated start-up package and asking for clarification and confirmation about the details. In addition, once you accept a position, take it! Accepting a position and backing out later is unprofessional and may hurt you later.

What Other Issues Do Different Types of Applicants Need to Consider?

Current Faculty Member Applying to Another Institution
If you are currently working in academia but are considering moving to another institution, there are several issues that are unique to your applicant status.
- *Thoroughly understand **why** you want to leave your present position.*
- *Establish a list of requirements for the new position.* Realize that you will face greater time constraints as you try to be productive in your current position while applying and interview for other positions.
- *Decide whether or not to tell colleagues in your current department that you are looking.* In general, it may not be a good idea to tell colleagues. The I-O community is small, however, so even if you do not tell your colleagues, they may learn that you are interviewing.
- *Request letters of recommendation.* This will be complicated if you keep your search secret.
- *Find someone to cover your classes.* You will need someone to teach classes you miss while on interviews and have a "cover story" if colleagues ask where you are going.

Consultant Transitioning Into Academia
Consultants planning to transition into academia face unique challenges in the application process in terms of both research productivity and teaching experience. Below, we discuss actions consultants can take to maintain their competitiveness in the academic job market.

Maintaining your research identity. Academic institutions want individuals who are and will continue to be productive researchers. Many consulting

firms do not value research in the same manner. Consultants who want to transition into academia should make decisions that facilitate a successful transition.

- *Work for consulting firms that value and encourage research.* Look for opportunities to work on consulting projects that are more research oriented (e.g., survey development) to continue to build research skills and gain material to submit to scholarly journals.
- *Partner with academics to work on research projects.* Academics have more time to do conceptual work, but consultants have more direct access to research samples in real organizations. This can result in a win–win situation for all!
- *Draw attention to the strengths of the data gathered in consulting (i.e., real-world applicability).* Downgrade data's limitations (i.e., unvalidated measures).

Building your teaching portfolio. Faculty members also need to be effective instructors, and practitioners may not have many opportunities to develop teaching skills. There are several things you can do, however, to become a more effective instructor.

- *Seek opportunities to be involved in projects where you deliver training or make client presentations.*
- *Teach as adjunct faculty at local colleges or universities.* Teaching weekend courses in an executive education setting can fit with travel schedules. Teach well and get good evaluations.
- *Teach and mentor junior colleagues (e.g., research assistants).* These skills will be important as a faculty member when mentoring students.
- *Consider a position as a visiting professor to build your teaching portfolio.*

Differences Between Psychology Departments and Business Schools

Applying to both psychology departments and business schools is one way to remain flexible in the application process and increase your applications. Because there are some differences between psychology departments and business schools, however, we discuss issues that applicants should consider when applying in both settings.

The Application Process

Timing of the application process differs in psychology and business. Psychology departments typically post positions during the fall or spring preceding the position start date but business schools often begin the hiring process earlier, typically at the Academy of Management meetings in August. Short, in-person interviews are conducted at the conference with follow-up site visits typically occurring in the fall.

General Differences Between Psychology Departments and Business Schools

Although there is great variability between schools, there are some differ-

ences between psychology and business schools that occur very often and result in different sets of advantages and disadvantages associated with each setting.

- *Students*. Psychology students at the undergraduate and master's level are typically more interested in research than business students, enabling researchers to build larger research labs. At the PhD level, however, students tend to be academically bound, so there may be fewer differences in the research orientation of business and psychology doctoral students.
- *Resources*. The most well-publicized advantage of business schools over psychology programs is the higher pay and greater resources.
- *Type of research*. Many differences between psychology departments and business schools come down to applicant preference and research interests. For those that conduct lab research, there is typically greater access to lab space and subject pools in psychology departments. In addition, if one studies theory from other areas of psychology (e.g., social), there is better access to other psychologists. Conversely, for those that primarily conduct field research, business schools offer greater opportunities to connect to organizations through executive education or employed MBA students. In addition, researchers interested in multilevel research tend to have greater access to macro organizational researchers in business schools.
- *Fit*. The issue of fit is likely to be critical in the choice of business or psychology as a setting. Many I-O psychologists may feel that there is some degree to which they must stretch to fit into both types of departments; this may be especially true if there are few I-O psychologists (or OB/HR researchers) in their department. Academics in psychology departments without other I-O folks may find that psychologists from other disciplines do not "get" their applied orientation and may feel pressure to do lab work or to bring in grants. Alternately, I-O psychologists in business schools may be forced to stretch in different ways. Some top-tier I-O outlets are not always seen as favorably in some business departments. Most business schools will also look for faculty to teach MBA students, which may not appeal to all I-O psychologists.

We encourage individuals who plan to apply to both psychology department and business school positions to take steps to better assess the fit and increase the competitiveness of their applications in both settings.

- Expose yourself to both psychology department and business school environments to assess which type of culture you prefer (Holtz, 2003).
- Attend both psychology (e.g., SIOP) and management (e.g. Academy of Management) conferences to network.
- Gain experience teaching both psychology and business classes (Holtz, 2003).
- Be aware that different journals may be valued differently by business schools and psychology departments. Avoid limiting publications to only one journal.

Summary

The application process for academic jobs is quite different than that for applied jobs and often not well understood by those applying for academic positions the first time. We hope you find these tips helpful in finding your dream job in academia!

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Additional Resources

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Places to Find Academic Position Postings

SIOP's "JobNet" (www.siop.net/JobNet) and *TIP*

Chronicle of Higher Education (www.chronicle.com)

APA Web site's "PsycCareers" (www.apa.org/ads/)

Academy of Management's Placement Center (http://apps.aomonline.org/placement/main.asp)

APA *Monitor*

APS *Observer*

www.higheredjobs.com

American Educational Research Association (AERA) (www2.aera.net/jobposts/)

Your department chair and/or area director

Fifty Years of Things, Data, People: Whither Job Analysis?

Sidney A. Fine

The development of a scientific discipline requires the formulation of a language that consistently expresses its theories, purposes, procedures, and elemental units. I believe this is fundamental. The pursuit of research in the discipline usually involves a continuous refinement and stabilization of this language (definitions of concepts and relationships among elements) to achieve validity in practice. This is how a body of knowledge is accumulated and passed on.

These self-evident thoughts come to mind in connection with a symposium I helped to organize and present for the recent 2004 SIOP conference in Chicago. The symposium was entitled Fifty Years of a Seminal Theory: Things, Data, People. Along with my presentation were those of **R. J. Harvey** and **Steven Cronshaw**. They were discussed by **Ed Fleishman, Milt Hakel**, and **Miguel Quinones**. The heart of the symposium was the job analysis language created by the Things, Data and People (TDP) theory and its derivative Functional Job Analysis (FJA) 50 years ago (Fine, 1955, Fine & Cronshaw, 1999). The presentations, discussions, and handouts included some historical background, factor analyses, and recommendations for further research.

I believe it is well understood in I-O psychology that job analysis is a fundamental undertaking. Job analysis provides the basic information for such I-O human resource management practices as selection, performance evaluation, job evaluation, job design, and the procedures for achieving job satisfaction (Ash, 1988). Such a variety of practices require that practitioners and researchers agree about basic concepts such as tasks, functions, skills, knowledge, and abilities to stabilize the language of job analysis.

TDP/FJA research and development began in the early 1950s and was incorporated in the third and fourth editions of the DOT (1965 and 1977) as well as correlative counseling tools also published by the Department of Labor (1979). It was also incorporated in the Canadian Classification of Occupations (1971). For 35 years, I provided training and consultation all over the U.S., Canada, several countries in Europe, China, and India. Wherever FJA/TDP was introduced, it found favor precisely because FJA/TDP provided a language and stable concepts to work with. It was found useful as a basic source of employment information not only in the daily operations of the United States Employment Service but in other disciplines such as economics and sociology (Kohn & Schooler, 1983). However, its ability to serve as a basic foundation on which to build did not appear to find favor with the experts brought together in the '90s to bring the DOT up to date. In their wisdom these people felt it was time to "discard the baggage associated with the

old DOT name and also help people envision the forward thinking and high-tech nature of the O*NET project." (p.18, Dye & Silver, 1999; Peterson, Mumford, Borman, Jeanneret, & Fleishman, 1999). Instead of building on 40 years of achievement and broad acceptance of work that had been done and was in wide use, the baby got thrown out with the bathwater.

The irony of this action is that the factor analysis of the "forward thinking" in the O*NET document came up with TDP as the underlying factors in the world of jobs (although expressed in somewhat different terms; p.121, Jeanneret, Borman, Kubisiak, & Hanson, 1999). In addition, the same report describes General Work Activities (GWAs), particulars within the TDP framework, which are worded almost identically to the functional skills described by FJA (p.122 ff). Thus, although current and past research indicates that TDP/FJA was on the right track toward the goal of achieving a stable language for job analysis, the O*NET experts spun their wheels 40 years later to discover the same concepts without even acknowledging their roots.

Attendance at the symposium more or less mirrored the current state of affairs. The small audience consisted mostly of mature individuals—including persons from the USES, Social Security, and the Netherlands—all decrying the loss of the DOT and by inference the TDP/FJA language that they had integrated in their operations and research. Also noted was a distinct absence of young I-O psychologists despite a convention with close to a majority of attendees under 35 years of age. (Admittedly, there must have been 20 different symposia going on at the same time). This was particularly sad because, as Cronshaw pointed out, TDP/FJA is especially useful in teaching inexperienced and unsophisticated young people about the world of work. TDP/FJA is helpful because it is embedded in a systems approach that explicates the significant relationships between Work, Worker, and Work Organization. In this frame of reference, TDP/FJA is the language of work (functions expressing what workers do) linked to the language of the worker (qualifications, what workers have) that in turn is linked to the language of the work organization (objectives, work that gets done).

On the supposition that perhaps many young I-O psychologists would be interested in learning more about the hings, TDP job analysis theory, Cronshaw and I would be willing to share our knowledge and understanding. For details, please contact us at sidfine@aol.com and cronshaw@psy.uoguelph.ca.

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Measurement and Statistical Miscues and Fallacies

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Glaser Consulting

It is not an overstatement to assert that the collection, analysis, and interpretation of data impact virtually every facet of our lives. Whether the opinion polls we scan in our daily newspapers, the zip code we are divulging to our friendly cashier (ultimately to be used for segmentation analysis), or the medication as prescribed (via clinical trials), the magnitude of data collection (and attendant analysis), and the accompanying impact, has mushroomed to exponential proportions. Part of this is due to the increased user-friendliness of many software packages as well as the ease by which we can access data via the Internet. However, because "data" seem to wield a sense of lab-coat objectivity and authority, the consumer can become an unwitting victim of dubious interpretation (and recommendations). How many times do we hear the sound-bite "research has shown…" in our non peer-reviewed dailies and weeklies and imbue it with a sense of veracity, despite either ill-conceived methodology or dubious motives (the most recent being concerns of conflict of interest in pharmaceutical research and funding sources), most of which will be blind to the consumer unless they spend the time reading the actual manuscript. Thus, this brief article (treatise?) will list the various miscues and fallacies I have observed in my teaching and consulting, the errors spanning the breadth of the research process: from the formulation of the research question up to interpretation.

Formulating the research question. More than I would like to acknowledge, I have consulted on projects when the nature of the research question is stated in sufficiently fuzzy terms that I have recommended further review of the literature and allotment of "think time." Questions I pose to the client/student and myself are: Is the question clear? unambiguous? linked to theory? If it is an area untouched by prior research, then the researcher needs to be very clear as to what elements of the data are exploratory. With the ease of graphic programs, it is not an arduous task to conjure up complex models with no dearth of arrows, boxes, circles, bidirectional loops, and so forth. However, the litmus test is "Does prior theory *logically* support this well-done Power-Point graphic?"

Congruence of research question and analytical methods. Two questions: Is the research question answerable by the proposed analytical method? Will the analytical strategy answer the research question? I once had a student commence our meeting by insisting that they "want to use structural equation modeling." Well, indeed this is a wonderful multivariate/factorial technique that has seen much progress the last 15 years, but it is ill advised to put the statistical cart before the methodological horse! The nature of the research question and hypothesis as well as the attendant metrics and scaling

are what will dictate the statistical strategy. Sometimes, in our pursuit to use very sophisticated techniques, we neglect the fact that a bivariate correlation coefficient will work just fine.

Proper use of measurement tools. All of us in the psychological sciences have, to some degree, had psychometric theory in our curriculum. So we know about terms such as internal consistency and construct validity. However, I have worked with a few organizations that, with well-meaning intentions, have crafted surveys with bolded headlines such as **Hospitality,** though no evidence has been furnished that supports that the items that fall under such rubrics actually measure the purported construct. This is when I have explained such terms as factor analysis, construct validity, content validity, and so forth to clients. My main concern is that I have seen policy/organizational change recommended based on such inventories, though the scientific credibility of the measure comes up wanting. I have found that face validity goes a long way in convincing the user of the quality of the tool, despite the fact that any one-to-one correspondence between the results and recommendation may be spurious at best. The fact remains, despite how sophisticated an analysis, if the methodology is unable to withstand scrutiny, any interpretation of the data is dubious.

Collection of data and data management. I cannot emphasize enough to bring in an expert PRIOR to data collection. I have spent hours recoding, restructuring, renaming, and reformatting databases that wouldn't be necessary if consult was furnished prior to data collection. The most unfortunate consequence I have seen of faulty data management was a master's student who was testing a repeated measures hypothesis but failed to include a unique identifier (e.g., ID number, SS#, etc.) in her database. Thus, with no way of matching up the measures taken across time she was not able to test her hypotheses for her thesis and ended up doing a descriptive study. Then there are minor annoyances such as variable format (alphanumeric for variables that should be quantitative, etc.) that can be averted if advice is sought prior to database construction.

Proper use (and understanding) of analytical tools. It is crucial that the end user has a fundamental understanding of the scaling, metrics, and distributional properties of their data. Unfortunately, there have been some projects when I have been consulted *after* the tools have been crafted and the data collected. One example of such was a measure created by an internal department with the intent to furnish correlational and predictive data. However, all the variables were of a nonnumeric (i.e., categorical) nature. Though there are methods by which to analyze such data (e.g., nonparametric statistics, logistic regression, and loglinear modeling, etc.), this was not what the client initially had in mind! I worked with a client recently who was amazed at the amount of work I did prior to actually examining the hypothesis, that is, testing assumptions, assessing distributional irregularities, and so forth. As I conveyed

to my client, given that many decisions are based on data it is a travesty to be less than rigorous in all facets of data examination and assumption testing.

Black Box Phenomenon. I have worked in an area of statistical modeling (i.e., structural equation modeling—SEM) since the mainframe days, when indeed you had to have an intimate understanding of the programming and output. However, with the advent of software that makes model specification possible with the drawing of circles and boxes (e.g., AMOS), it is possible to test very complex models, and even get a blizzard of statistical output, but have no idea of the machinations behind it. I'm not saying that all users of SEM need to know the mathematics of the well over 30 fit indices (e.g., nonnormed fit index, incremental fit index, root mean square error of approximation, etc.), however, it does behoove the user to at least have a cursory understanding of the output so they can interpret and catch anomalous results (e.g., Heywood cases, negative variances, etc.). I once tested a model from an APA text on organizational stress and I smelled something fishy about the results (and interpretation). I did run the model, and indeed there were many errors associated with the model that the writers did not report (though the statistics that they CHOSE to include were accurate). Some might find this bordering on the unethical!!

Interpretation of results. There was an article in the *American Psychologist* awhile back addressing our use of language such as "it appears," "it might be concluded," "it is plausible," and "the results suggest." Those were termed "hedge" words, and indeed, though it may appear to be language that is wholly noncommittal, those qualifiers indicate the probabilistic nature of the hypothesis testing enterprise. Thus, despite the efforts of many in the social science community (see Jacob Cohen's 1994 article in *American Psychologist* as well as the edited text titled: "What if There Were no Significance Tests?") to avert the misinterpretation of p-values, it is still not unusual to see such misunderstandings as (a) $p = .04$, thus, there is 96% probability that the null hypothesis is true or (b) a small p-value equates to a large effect. Moreover, I was surprised to see two recent articles in the *Journal of Applied Psychology* (one of the first APA journals to require the reporting of effect sizes) use such vernacular as "approaching significance" or "marginally significant." Though there are some that don't find such terminology problematic ("well, if $p = .052$ it's not that substantively different than $p = .049$"), it may lead to wayward interpretation of the data. As I also mentioned earlier, with the increased accessibility of software to test complex models, one can readily pick and choose various fit indices that will best support their hypothetical model. Though it is assumed this practice of impropriety rarely occurs, a naïve researcher may find such practice permissible. Why, beyond the plethora of output, it is even possible to play with the audience's interpretation of data just by stealthily sizing the y-axis on a histogram or bar chart (SPSS does this by default!!!).

This paper summarizes a few (but not all) pitfalls associated with the data and research process. For many, research is a stressful and straining exercise, more to be endured than anything else. However, data analysis is also an exciting pursuit that when the proper rigors are set in motion (and adhered to) can have an impact on society and our professions. However, taking short-cuts in any of the sequence of steps from the formulation of the research question up to interpretation and implementation can have dire consequences.

Corey Muñoz, Andi Kimbrough, & Jaime Durley
University of Georgia

Hello again fellow students of I-O psychology! We hope your semester is going well and that you're ready for another round of **TIP-TOPics**! In this issue, we're continuing our exploration of career paths available in our field. In previous columns, we have highlighted careers in academia, internal consulting or industry, external consulting, and the government. Now we're moving on to investigate jobs as independent or self-employed consultants. We will identify basic job responsibilities for individuals working in this type of career as well as provide advice on how to prepare for this job, including how to improve in the roles of student, researcher, and practitioner. In our **Career Connections** section, we will also explain how working as an independent consultant overlaps with the career paths we've discussed in previous columns. This issue will complete our series on career paths in the field of I-O psychology.

In the two issues remaining in our tenure, we will be addressing topics such as whether to pursue a master's, MBA, or PhD, as well as highlighting areas similar to I-O, including organizational development, human resources, and organizational behavior. Because a recent goal of *TIP* is to incorporate a multicultural perspective, we will also discuss issues relevant to working as an I-O psychologist in other cultures. Finally, as promised for your ease of reference, our final issue will include a summary table of topics from all previous **TIP-TOPics** columns. Again, we thank you for all the feedback we've received, and we hope to address the questions you've posed to us in these remaining issues. In addition, please remember that you can always e-mail us regarding any of the content covered in our articles. We have heard from several graduate students and always welcome more comments and questions!

In the meantime, let us move on to the topic at hand—independent consulting. Overall, these consultants are involved in many aspects of an organization that cover a wide range of I-O related topics. They conduct basic services, such as competency modeling and performing psychological assessments. They may assist organizations in performance improvement, either at the individual or the team level. They may engage in teambuilding exercises and address issues such as conflict resolution. Executive coaching and/or executive leadership coaching may also be included in the independent consultant's roster of duties. Providing 360-degree feedback is an essential element of this job. In general, independent consultants perform duties highly related to organizational development and change, and they assist organizations with planning and implementing those plans.

Not only do independent consultants have to carry out routine consulting duties, they also have the added responsibility of drumming up their own business. Although external consultants reported some degree of sales involved in their daily duties (as we reported in a previous column), the independent consultant's sustenance is earned through the degree to which he/she can market services and build and maintain a list of clientele. This is usually difficult to achieve directly out of graduate school, so independent consultants often obtain experience working as an internal or external consultant before transitioning to an entrepreneurial career. Doing this not only allows them to obtain a better knowledge of how the consulting world works and begin to build their reputation in the organizational setting, but they can form relationships with clients, as we'll discuss later in this column.

Where did these independent consultants obtain the skills needed to successfully perform their jobs? They report that grad school provided them with the background knowledge in content areas, the problem-solving abilities, and the self-confidence to pursue this type of career. However, scant attention was given to the consulting process itself in school. This knowledge must be gained from experience, which can be obtained by working in the "real" world before venturing off on your own.

None of the independent consultants we surveyed reported much involvement in research. Although their interests in pursuing a research agenda varied, they did report that their work is highly grounded in theory and research, even though they may not contribute directly to the literature itself.

In contrast to the consultants working in the other career paths we've highlighted, several of the independent consultants we surveyed have become licensed. However, they did mention that most of their clients aren't interested in whether or not they are licensed. The clients are more concerned with whether or not one can effectively solve their problems and manage change in their organization. However, some of the consultants did express concern that, although some job duties in which they engage currently don't require licensure (e.g., 360-degree feedback, executive coaching), it may be a requirement for these tasks someday soon.

Individuals working in this career path report several advantages to this career. The work itself grants the satisfaction of assisting others and improving the workplace conditions and the performance of employees there. Being an entrepreneur also provides a sense of freedom to work on projects one enjoys and to form your own hours. The opportunity to balance work with leisure without having to answer to your boss is usually not characteristic of any other form of consulting. Financial rewards are also more closely linked to effort and responsibility than in more conventional employment situations. An independent consultant definitely has control of his/her own destiny, which indicates a high degree of autonomy. However, a lot of pressure and risk comes with entrepreneurial work because it's up to you whether you succeed or fail.

You can't rely on someone else to pull you through. Some self-employed consultants also report a feeling of isolation that comes with their work.

Developing the Student

Similar to other potential career paths for an I-O student, those interested in pursuing an entrepreneurial route should develop a firm educational background in both psychology and business. The business school courses are essential for independent consulting because of the added duties of running your own business as well as providing consulting services. Courses in the business school that made the suggested list included management, finance/managerial accounting, strategy, marketing, and sales. Organizational development (OD) is also a key course to have in your training (if it's not offered in the psychology department, seek it out in the business school or in the education or communications department). Driving most operations within an organization are change management projects, so having a firm OD background is essential.

What are I-O entrepreneurs reading? In all actuality, they are reading a lot of the same journals that internal and external I-O psychologists are perusing, such as *Consulting Psychology Journal*. General business magazines, such as *Fortune, Business Week*, and *Harvard Business Review*, aid in understanding client issues and concerns. Unique to this path may be books on building a professional consulting practice. Alan Weiss's books, *The Ultimate Consultant* (2001) and *Million Dollar Consulting* (2002), are geared toward developing a growing consulting practice and may be useful in starting your own consulting business.

As a student interested in starting your own consulting practice down the road, it is important to get as much practical experience in a business environment as possible. Seek out opportunities or read up on how large, successful professional service firms operate. Keep in mind that your academic training in graduate school is not necessarily how things are run in the "real world." There are distinct differences between your education and your future career. For example, although a formal presentation in grad school may mean a class assignment or even a SIOP research paper, presenting to a large group of clients will be fundamentally different. Thus, it is important to keep everything in perspective and seek out those developmental opportunities that prepare you for this type of work.

Developing the Researcher

The best preparation on the research front for those interested in pursuing this particular career path would be to gain experience by working beside those who have followed their entrepreneurial spirit. You can enhance your research skills by learning statistical and methodological processes and being

able to translate and present statistical findings in ways that are beneficial for organizational decision making. One of our respondents was given the advice in grad school to "be intimate with the numbers" and not to underestimate the value of "exceptional analytic skills."

To further develop your research skills, try attending some of the workshops that are offered by SIOP. Although they may appear costly to the grad student on a meager salary (at best!), they do provide a sense of the current hot topics in which practitioners are interested. If your budget is too tight, another option is to attend practitioner forums and applied symposia during the main SIOP conference. These conference sessions focus on applied research and issues relevant to practitioners. A conference of particular interest to attend is the APA's Division 13 meeting held annually at the APA conference. Division 13 is the Society of Consulting Psychology. You can receive news about this society and local membership meetings by applying for membership on the APA Web site at www.apa.org/about/division/memapp.html.

As far as the topical area to focus on as a researcher interested in starting your own consulting firm, applied research is the best route. Being able to solve "real world problems" is what your clients are interested in, thus, it is something that you need to begin to develop. Some of our panelists feel it is pointless just to test null hypotheses for the sake of interest; instead, there needs to be a bottom-line outcome that results in a solution for a legitimate organizational issue. Talk to people in the field while formulating your research questions and see if those hypotheses you are hoping to answer are beneficial to companies.

Developing the Practitioner

Developing into an independent consultant mirrors in many ways the strategies needed to develop for a career as an internal or external consultant. Once again, gaining applied experiences either through internships or consulting projects is the best way to prepare for this career track. Specifically, working in a consulting firm or with another self-employed I-O psychologist that can provide a wide range of experiences is the most preferable internship. Most of our experts explained that internships related to this career path should strongly focus on client interactions and relations in order to gain that hands-on client contact that many graduate programs lack.

Good interpersonal skills are a necessity for independent I-O consultants to deal effectively with clients. Furthermore, presentation skills and the ability to communicate technical information in everyday terms are especially crucial. Just as with internal consultants, independent consultants are usually the only psychologists employed on a project. Therefore, the ability to translate I-O jargon into layperson's language becomes very important. In addition, some have suggested working internally for a large organization during an internship in order to gain knowledge of the inner workings of a business.

This will help in understanding what types of issues drive organizations as well as give you experience in learning how to run your own business.

Our survey respondents also gave some useful TIPs for those who would eventually like to start their own consulting practice. First and foremost, learn how to sell. Almost all of our respondents echoed the importance of selling, and, without this skill, it is very difficult to be a successful independent consultant. Selling is a very important part of consulting, especially for independent consultants, because they are the only individuals trying to promote their own consulting services. This skill is gained through internship experiences that offer client interaction as well as through mentoring from senior consultants who have sales experience.

Another TIP that was mentioned several times from our panel of experts is the importance of networking (an issue that has surfaced in each of our columns thus far!). There is no doubt that networking is important in any career track that someone chooses—academic or consulting. However, the importance of networking is exemplified in independent consulting because most of an independent consultant's business usually comes from his/her contacts made through various networking activities. Our survey respondents stated that their consulting work comes from every place imaginable, and their former clients are one of the main sources of business.

Career Connections

A career as an independent consultant typically does not begin fresh out of grad school. An I-O psychologist usually has some experience in the field before deciding to start his/her own business. So, which career path allows for the easiest transition into independent consulting? Our panel of experts noted that most independent consultants were previously internal or external consultants, as opposed to academics. Many times individuals gain experience in internal or external consulting and then choose to begin their careers as independent consultants. Most common is for an independent consultant to have previously worked as an external consultant. External consultants work with multiple clients, which grants the most opportunities to build a solid base of clientele before becoming an entrepreneur. Internal consultants usually are not exposed to this type of environment because they generally work within only one organization and aren't easily able to build a list of clients through their work. The opportunity to move from a career as an independent consultant to another career path within the field is also possible. Usually this occurs when an independent consultant's smaller firm merges with a larger external consulting firm. He/she may then continue to work for the larger company and perform duties very similar to his/her previous work as an independent consultant.

The connections between independent consulting and internal/external consulting are fairly strong. However, independent and external consulting

career paths seem to have the most overlap. Both of these careers include taking risks, continually changing working environments, and selling services. However, most of our panel cited that independent consulting is a combination of both internal and external consulting. That is, all three of these types of consulting require client interaction, selling your ideas or services, and the willingness to take risks.

We hope that this issue of **TIP-TOPics** has sparked your entrepreneurial spirit! Thanks again to our panel of experts for providing such valuable information: **Russell Day** (R. R. Day & Associates), **Joseph G. Cutcliffe** (Cutcliffe Consulting Group), **Kenneth Ball** (Ken Ball Management), **Pat Pinto** (Pinto Consulting Group), **James Rodeghero** (RCG, Inc.). As always, there is more information than we can include in this column. If you would like additional information on any of these topics, please feel free to contact us: Corey Muñoz, (cmunoz@uga.edu), Andi Kimbrough (amtbrinley@aol.com), and Jaime Durley (jdurley@uga.edu).

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20th Annual Industrial-Organizational Psychology Doctoral Consortium

Kathleen K. Lundquist
Applied Psychological Techniques

Harold W. Goldstein
Baruch College, City University of New York

The 20th Annual Industrial-Organizational Psychology Doctoral Consortium will be held Thursday, April 14, 2005 in Los Angeles at the Los Angeles Westin Bonaventure Hotel. As is tradition, the Doctoral Consortium will precede the annual SIOP conference, which begins on April 15 and runs through April 17. The consortium will include an impressive lineup of speakers chosen for their outstanding contributions to the field. The speakers will include practitioners and academics with unique perspectives on the opportunities and challenges faced by I-O psychologists today.

In December 2004, each doctoral program will be sent registration materials for the consortium. Registration materials will be sent to the programs through both regular mail and e-mail. Enrollment will be limited to one student per program, up to a maximum of 40 participants. We encourage faculty to make student nominations as soon as registration materials arrive because students are enrolled in the order that completed applications are received. The fee for participants is $50.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia. If you need additional information, please contact Kathleen Lundquist at KKL@appliedpsych.com or (203) 665-7779 or Harold Goldstein at harold_goldstein@baruch.cuny.edu or (646) 312-3820. We look forward to another successful Doctoral Consortium in 2005!

Graduate Student Scholarship Award Program
Call for Proposals

Daniel B. Turban
University of Missouri–Columbia

Goals/Objectives of the SIOP Graduate Student Scholarship Award

- To support the research of graduate students pursuing doctoral study in industrial-organizational psychology
- To recognize achievement of a graduate student who has been admitted to candidacy.

Description of Activities

SIOP will administer an annual competition for the Graduate Student Scholarship Award, which will be funded by the Scholarship Fund of the SIOP Foundation. The award program recognizes achievement in a graduate career and is intended to assist doctoral students in the field of industrial and organizational psychology with the costs of carrying out their dissertation work. The award will be distributed to the student in a single payment and may be used for graduate school expenses (without additional restriction). The student will have two options regarding the award stipend: (a) to receive the stipend directly, or (b) to have the stipend placed in a "professional development" account at the recipient's university, contingent upon the regulations and policies of the recipient's university. The award recipient will be liable for any tax payments associated with the stipend.

Frequency/Size of Award

Each year, the SIOP Foundation will inform SIOP of the funds available for awards to graduate students whose proposed dissertation research reflects excellence in industrial-organizational psychology. For the upcoming year (2005), each of three awards will be in the amount of $2,000.

Responsibility for Selection of Recipients/Administration of Award

- The SIOP Awards committee will appoint a Graduate Student Scholarship Award subcommittee consisting of at least four members. Members of the SIOP Foundation Board may not serve on this subcommittee. The Graduate Student Scholarship Award subcommittee will be responsible for evaluating the eligibility of applicants, the quality of applications, and making recommendations to the SIOP Executive Committee about award of the scholarship.

- The SIOP Executive Committee will make final determinations about award of the scholarship(s) each year, based in part on funds that are available from the Foundation. SIOP will disburse the scholarships within 30 days after recipients are selected. Should the Executive Committee decide to withhold a scholarship, unused scholarship funds will be returned to the Scholarship Fund of the Foundation.

Applications/Deadline

The deadline for completed applications is **February 1, 2005**. Scholarship recipients will be announced at the SIOP annual conference.

Eligibility

1. Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the U.S.A.

2. Applicants must be Student Affiliates of SIOP. Students who are not affiliates should apply for affiliation before submitting materials for the Graduate Student Scholarship Award. The SIOP Student Affiliate membership form is available on the SIOP Web site at www.siop.org.

3. Applicants must have had their dissertation proposals approved by their dissertation committees prior to application.

4. Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for these funds, the program must perform an initial screening and forward only one application. If multiple distinct programs reside at an institution (e.g., an I-O program in the psychology department and a separate organizational behavior program in the business school), each program may endorse one student.

5. Applicants who have already defended their dissertations are *not* eligible to apply for these funds.

6. Applicants must not have previously received a SIOP Graduate Student Scholarship Award.

Application Procedure

1. The Graduate Student Scholarship Award subcommittee of the Awards Committee will examine all applications for eligibility.

2. Application forms are available on the SIOP Web site. The application form will be submitted with the following materials attached:
   a. 12-page *maximum* summary of the dissertation research, including an explanation of research design and other important aspects of the project. NOTE: Figures or tables may be included only if they can be incorporated into the twelve (12)-page limit. A list of refer-

ences should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double spaced, 12-point font, with 1" margins.

b. 2-page *maximum* Curriculum Vitae including scientific publications and presentations.

Complete applications must be received by the SIOP Awards Committee Chair by **February 1, 2005** in order to be considered for the scholarship.

Criteria for Judging Proposal

Proposals will be evaluated with respect to the following criteria:

1. Clearly expressed understanding of the field of inquiry.

2. Ability of the research design to provide meaningful answers to questions posed by the researcher.

3. Potential of the proposed study to make significant theoretical and application contributions to the field of industrial-organizational psychology.

Selection of Scholarship Recipients

1. Applications will be reviewed by the Graduate Student Scholarship Award subcommittee of the SIOP Awards Committee during the winter. Recommendations of the subcommittee will be presented to the SIOP Executive Committee for action prior to the spring conference.

2. Recommendations of the committee will be based upon the quality of the submitted information.

3. Committee members having a prior personal or professional relationship with the applicant will excuse themselves from evaluation of that applicant.

4. Pending sufficient funds in the SIOP Foundation Scholarship Fund, the committee may recommend that the scholarship be granted to up to three recipients. The Foundation will inform the SIOP Executive Committee of the number of scholarships that can be funded each year.

5. The committee reserves the right to recommend that the scholarship be withheld if a suitable candidate does not apply.

6. SIOP Graduate Student Scholarship Award recipients will be announced at the SIOP conference.

7. One year after the scholarship is awarded, each recipient will be asked to provide the SIOP Awards Committee chair with a one-page report summarizing the research that was conducted under the auspices of the award. The report should be cosigned by the student's advisor or dissertation chair.

2005 SIOP Graduate Student Scholarship Award Program

Application Form

Ms. _____   Mr. _____

Name (Last, First, and MI):

Preferred Mailing Address:

Daytime Phone Number(s):

Social Security Number (U.S. only—for U.S. tax purposes):

E-mail Address:

Name of University/College:

Name of Department:

Address of University/College (complete street address; city, state, ZIP):

Expected Date of PhD Conferral:

Are you currently a student affiliate of SIOP?
_____ Yes
_____ No

If *no*, have you sent the required affiliate application to the SIOP Administrative Office?
_____ Yes
_____ No

Has your dissertation proposal been approved by your dissertation advisory committee?
_____ Yes
_____ No

Endorsement of Program:

This application must have the endorsement of the director or coordinator of the I-O program in which the student is enrolled or the chair of the department in which the student is enrolled in graduate study.

☐ By checking this box, I certify that the program/department representative identified below is aware of the eligibility requirements for this scholarship and endorses this application.

Attention Program Director/Department Chair: No more than one (1) application may be forwarded by each program/department for consideration.

Program/Department Representative's Name:

Title/Position:

E-mail Address:

Deadline: Complete applications must be received by **February 1, 2005.** Incomplete applications and applications received after **February 1** will not be considered.

Submission Information: Please be certain to include all of the required items in your application package (as described in the Scholarship Application materials):
1. This application form
2. The following documents:
    a. A 12-page (maximum) summary of dissertation research
    b. A 2-page abbreviated Curriculum Vitae
3. Please keep a complete copy of all application materials for your files.
4. You will receive notification of application receipt within approximately 3 weeks of the application deadline.

Mail complete application packet (must be received by **February 1, 2005**) to:

Daniel Turban
SIOP Awards Committee Chair
Department of Management
College of Business
517 Cornell Hall
University of Missouri
Columbia, MO 65211

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Changing Places in a Small World

Natalie Allen
The University of Western Ontario

Welcome to a new *TIP* column—the brainchild of *TIP* editor **Laura Koppes**—in which we focus on experiences associated with living and working internationally. Those familiar with writer David Lodge will recognize that the name of the column blends the titles from two of his novels. Although some of the spirit of these novels will permeate the column, expect a somewhat less salacious approach to the topic than Lodge takes!

Instead, my intention in the column is to use the wisdom and experiences of SIOP members to provide both inspiration and practical guidance for those considering an international work experience (IWE). I'm using this term generically to refer to various arrangements under which a SIOP member lives and work in another country for some longer-than-vacation length of time—say, several months or more. These include academic (or corporate) sabbaticals, teaching stints/exchanges, consulting work, corporate work assignments, fellowships, or, even, graduate school. I intend to fill the column with the experiences of people from various places in the world, telling us what a temporary move from Country X to Country Y meant for them— both personally and professionally as I-O psychologists.

My credentials for this column, such as they are, are based on my enthusiasm for travel, coupled with academic research trips and sabbaticals. In the past decade, my academic husband and I have been spent 2, year-long sabbaticals away from our home base in Canada. The first year involved several months in each of Amsterdam, Padova, and Sheffield accompanied by two kids in diapers; the second year was split evenly between Sheffield and Sydney, this time with one kid in diapers and two of school age. Ours have been dual-career sabbaticals, during which we traded off locations and arranged for us both to have office space at each university at which we spent time. During both years, we developed wonderful relationships with overseas colleagues. We all learned a lot about differences and similarities. Our children thrived, made friends with kids they would not have otherwise met, and developed a keenness for going to new places. We rented our house in Canada to strangers, paid rent to other strangers (some of whom become friends), and had a wide range of terrific (and, occasionally, stressful) experiences.

In this first column, I've outlined some of the practical considerations that IWE-bound folks need to think about. Because much of this is based on my own opinions and experiences (and those of some colleagues), all the usual caveats apply.

Considering an IWE

People are motivated to embark on an IWE for many professional and personal reasons: to work more closely with people who happen to be far away, to live and work in another culture, to have new experiences, and learn new things. For I-O psychologists, of course, the extra bonus of an IWE is the opportunity to learn more about people and their work set against another cultural/national background. An IWE will not make you a cross-cultural expert, but it will broaden those proverbial horizons. Now, to state some obvious points…an IWE may not be for everyone. Moreover, for most people, the IWE decision is not theirs alone to make. Clearly, the careers, education, and activities of the other people in your family/household will be affected by an IWE, and their reactions to the idea may well vary. Families are all different and they navigate complex decisions in various ways. (Definitely not my field!) Consequently, there is much diversity in the IWE arrangements that people make (we all go/some of us go, some stay home/some go for some of the time, etc.) If considering an IWE, think creatively about how you can make it work best for everyone, planning what can be planned and leaving other things as flexible as possible. Regardless of the approach you take, it seems a safe bet that if you and your family consider the IWE an adventure, it will be more likely to become one.

Considering Where To Go

How you approach this will depend on the nature of your IWE and what your goals are. In some cases, of course, the place is chosen for you. When the choice is up to you, ask yourself the following questions. Whose work interests and activities are similar to yours? Or who does something quite different, but that you find fascinating? Who inspires you? Where is there a meaningful role for you to play? Where could you have an impact—on others and/or on yourself? What part of the world have you always wanted to explore? Typically, you need to set things in motion several months in advance—particularly if you are arranging the visit yourself (e.g., the traditional sabbatical visitor) and/or if you hope to make use of university, institutional, or community resources (e.g., libraries, office space, computer resources).

Some Thoughts on Logistics

Needless to say, there are several practical things that must be considered when embarking on an IWE. Some of these differ little from those considered on any international trip, but others—such as housing and schooling/child care—present unique challenges. In what follows are some thoughts about these two topics, as well as a catch-all list of other practicalities that occurred to me. By no means is this a comprehensive list nor will it fit each IWE template.

Housing

   Depending on your situation, you will either have one housing challenge (where to live abroad) or two (…and what about the house back home?). Obviously, how easily you find suitable temporary housing will vary as a function of where you are going, the type of place you need, the size of your household, whether your host institution (if there is one) can provide accommodation, and (regrettably!) your budget. Unless your IWE is quite lengthy, you will probably be searching for furnished accommodation. Recognize that this narrows your options considerably and start to look as early (and often) as possible.

   If you have a house back home, you might feel some discomfort at the thought of renting it while you are away, especially because it, too, will likely be furnished and will include all the "trimmings." At the extreme, if you simply cannot bear the thought of strangers living with your stuff, the income might not be worth the stress. Trusted house sitters or a property maintenance service might provide a better solution. Most people, however, are able to organize their belongings such that the most precious and irreplaceable is stored safely away, to provide tenants with detailed information about the house and its contents, and to cross their fingers. Obviously, you need to stay in touch with your tenant. It also helps enormously to have someone nearby who you can trust to deal with decisions that are hard to make long distance (Is your neighbor's request to chop down an offending tree in your yard actually justified? Is the washing machine really kaput or can it be repaired?). E-mail facilitates many such decisions, but you'll occasionally need someone on the spot and, if you have to, it is worth paying for this service.

   For both housing searches and tenant searches, consider every resource that you can. You might want to start with sabbaticalhomes.com, a terrific Web site devoted specifically to IWE housing challenges. In addition, inform the department chairs in the universities, colleges, and teaching hospitals in your area about the availability of your place. They are in a good position to know of "incoming" sabbatical visitors, post-docs, fellowship holders, medical residents, and other potential tenants. Similar people at the other end should be contacted to help you find housing. (To avoid useless leads, clearly outline your housing needs and the timing of your proposed IWE.) Register your own home at your local institutions' housing services and, again, check the parallel resources in your host city/area. When dealing with academic institutions, remember that there are differences, worldwide, as to when academic years begin and end. Because the academic calendar often dictates the availability and costs of properties that are aimed at the academic market, take this into account when timing your search and that of your proposed visit. Finally, do not overlook commercial rental agencies—either as a mechanism for renting your place or finding housing. Such agencies typically have Web sites that provide photos of available properties and are respon-

sive to requests from overseas. When searching for housing using agencies, read the small print. Find out about lease lengths (12 months is most typical; shorter stays may have to be negotiated), whether the places are furnished, and what "furnished" actually means. If relevant, ask whether children are permitted. Determine whether there is a security bond, how it is calculated, and what exactly it means. In Sydney, for example, we were required to put up $10K (Aus), in advance, which was held in trust until the end of our lease when the condition of the house was assessed. Quite motivating.

Schooling and Child Care

For those with school-age children, it is important to check out school arrangements as much as possible before you arrive—to avoid surprises about availability and costs. Children of foreign visitors are usually warmly received. Whether or not a visiting child can be included in a particular school, however, can depend on local conditions. For example, two of our kids attended a wonderful state school in the UK for a half year. Had we been staying for the full year, however, we were told that there would not have been spaces for them. (My experience has been that private schools are much less interested in short-term attendees, but this probably varies considerably. Schools aimed at international student bodies, of course, are quite used to short stays.) Further, be aware that some countries/regions charge fees for foreign visitors to attend public (state-sponsored) school; others do not. It is best to know about this in advance as these fees can be substantial.

If you want your children to attend the local school then, obviously, the choice of a school interacts with the neighborhood you choose. The ideal strategy, therefore, is one in which you secure housing and schooling in tandem. Easier said than done, I realize, but not impossible. If you can pull off an advance trip to secure housing and schools simultaneously, do so. (I did this once, but have also arranged schools/housing from a distance.) Either way, in this planning stage, be prepared to make a lot of lists and juggle multiple possibilities. Things do have a way of working out, although it may not feel so at times.

Just like back home, child-care arrangements (for preschoolers) while on an IWE take many forms: a stay-at-home parent, a daycare/crêche, or local home-based caregivers. Needless to say, there is no one best way. To locate local caregivers, you will likely need to build in more time than usual, as you'll have fewer personal resources, local knowledge, and word-of-mouth testimonials on which to rely.   Further, your children, understandably, might need more settling-in time. It is all new to them, too. The arrangement that worked very well for us was to take a caregiver with us from home. She lived with us and participated in all aspects of family life. She cared for the children while we were at work and was an extra pair of hands when needed. (University students are often interested in taking a break, earning money,

and doing some traveling while living in the more secure surroundings of a familiar household.) Clearly, there are pros and cons to this approach. If you decide to go this route, think of it as an I-O challenge that requires a job analysis, RJP, selection, socialization, training, and team development. Realize that the "team" will be embedded in an unusual "organization"—a family living in a new-to-them culture. This approach increases some costs (e.g., housing/household expenses, travel costs), but it also provides stability/continuity for children and some flexibility for the family. In addition to the usual job stuff, be sure to discuss upfront special practical concerns such as getting the appropriate visas, medical (and other) insurance, and incorporating vacation and/or emergency trips back home for the caregiver. Needless to say, it is critical that you pick someone you and your kids really like, who really likes you and your kids, and who can adapt to new situations, handle homesickness, and meet new people easily.

Some Other Suggestions (in no particular order)

Ensure you have the proper visas for the place(s) you are going to, for the expected time frame, and, of course, for everyone in the household. Although some countries allow very young children to be "on" a parent's passport, recognize that this reduces flexibility about who travels with whom, something that is more important for lengthy stays and may be critical if an emergency arises. To my mind, separate passports make more sense.

Investigate thoroughly your medical insurance coverage, get any necessary inoculations within the appropriate time period before you travel, and take along information about any prescriptions (drugs, glasses, etc.).

If you have pets, taking them with you is unlikely to make much sense given most quarantine regulations (check these carefully) so, obviously, plans need to be made for them.

Experienced travelers know that less-is-more when it comes to packing. Take this advice *very seriously* when deciding what you "need" on the IWE. It is expensive to ship large heavy things long distances and lengthy delays can occur, rendering the receipt of some stuff no longer worth the expense.

Consider carefully how you will deal with local transportation—the "what about a car?" question. Typically, we have foregone a vehicle and, instead, rediscovered walking and public transportation. (The whining subsides reasonably soon.) While in Sydney, however, distances to work and other places compelled us to buy—and then sell—a used vehicle. Much cheaper than renting (which is also an option) but, of course, this requires that you find a buyer at just the right time. Be sure to investigate the adequacy of your existing driver's license and check insurance coverage carefully.

You will need to handle your banking and bill-paying arrangements both at home and abroad. Although you'll be able to do a lot with cash and credit cards, in many countries, you will need to establish a local bank account to

handle basic utility bills such as phone and electricity. (Banking regulations are wonderfully diverse. ATMs are great, but they are not all created equal. Patience is a virtue.)

Plan/budget as best you can (or are inclined to) but realize that you have less control over costs than you are accustomed to and that unexpected adventures that are too good to pass up may come your way. On the plus side, you may spend less on everyday stuff, realizing that it will have to get carried, shipped home, or left behind. A general statement about finances and IWEs: Unless you live under a particularly lucky star, do not expect your financial net worth to increase during this period! Instead, think of your IWE as an investment—in your professional development and in your life.

Finally, take your sense of humor and sense of adventure. Even with lots of preparation, there will be surprises along the way, and, as in "real" life, some bumps in the road. In my opinion, it's definitely all worth it.

Future Columns

In future, I'll be turning the column over to other SIOP members who have had international work experiences. Guest columnists will describe where they went and (some of) what they did there. In the spirit of RJPs, we'll ask about the most valuable, and most challenging, aspects of their experiences and what they learned—about I-O psychology and otherwise. I look forward to hearing from anyone with thoughts and experiences to share on this topic. Please feel free to contact me at nallen@uwo.ca.

The I-O Ethicist

Bill Macey

Ethics Panel Members: **Jerry Greenberg, Dan Ilgen, Rick Jacobs, Dick Jeanneret, Deirdre Knapp, Joel Lefkowitz, Rodney L. Lowman, Robert McIntyre, Lois Tetrick, Nancy Tippins, Walt Tornow, Vicki Vandaveer**

Many of us routinely invest in publicly traded firms. We may do so as part of an active wealth creation or preservation strategy, or more passively in the form of a 401K or similar retirement savings vehicle. Many of us may do so without giving deep thought to how our investment strategy might conflict with our professional activities, even though we may be actively involved with the very firms with whom we consult or advise. Our ethical dilemma for this issue brings this home:

Is it appropriate for an I-O psychologist who is acting in a consulting capacity to own stock or invest in a company (or their competitor) with whom he/she is consulting?

The relevant portion of the APA Ethical Code (3.06) that addresses this dilemma is as follows:

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

Clearly, there are some situations where investment decisions might impair objectivity or reflect questionable judgment. Two highlighted by our panel are the following:

1. When the I-O psychologist has been given access to "insider" information. Any use of insider information would be inappropriate;

2. When interests of stakeholders with whom the I-O psychologist works (including employees and even the community) are not consistent with the goal of maximizing shareholder value.

To some, the issue can be regarded as one of whether the decision to invest is independent of working with the firm in a consulting capacity:

If, using your own due diligence, you have purchased shares in ABC and then subsequently ABC becomes a client, I see no ethical issue. If you had a stock purchase continuation plan in ABC, I still see no problem. Your investment decision making was completely independent of your consulting work.

Clearly, timing reflects the motivation behind the investment. One of us put it this way:

> It seems to me to raise some ethical concerns if the stock acquired was not previously owned and is purchased after taking on a consulting job. This seems ethically relevant even if the stakes are so small that practically the psychologist could have no influence on stock outcome. Why, after all, would one be buying the stock at that juncture?

Another suggested that the timing of the initial investment establishes the justification for stock ownership:

> I don't think you should be required to divest interest in a company if you have owned it prior to the engagement, whether that is the company you are consulting for or one of the company's competitors.

However, one of our contributors positioned their view differently, implying that timing alone is not the sole basis for determining potential conflict of interest: "If the stock owned preceded the consulting engagement, it would seem to me not to create any real potential conflicts of interest to keep the stock."

Thus, in some situations it would appear that the degree of influence one has or the degree to which one might be influenced is effectively negligible. However, from a more conservative point of view, perhaps degree or level of influence really isn't the issue at all, as one suggested:

> Would our answers be any different if (a) the client(s) and competitor(s) were very large public corporations with huge capitalizations as opposed to smallish firms? or (b) if we were working at low levels or in peripheral areas of the firm with little chance of either influencing policy or significantly affecting corporate outcomes? These seem to me to be irrelevant distinctions.

Further, the point may be that the potential influence on our judgment can be subtle, even when a clear conflict of interest is not apparent:

> The instance of investing in a client's competitor(s) seems to me to be a potential conflict of a different sort. On one hand, the…conflict doesn't really exist because we're not working with the clients and have no input. But on the other hand, it could exist in the opposite direction, so to speak. I imagine that it could impact the quality of mutual trust that ought to be the basis of a professional consulting relationship. Am I (subtly/unconsciously) providing advice to my client that results in competitive *dis*advantage? And if my client knew about my investments would they be comfortable running that risk, or letting me be privy to various confidential matters?

What about when stock is just another form of payment, as when employees accept options or equity? Maybe this is a case of having "skin in the

game," something our clients may expect or even applaud. Thus, one of our panelists suggested that the decision may be situation specific:

As the situation moves to small companies or start-up ventures then the entire program changes. There are start-up and turn-around consultants who work for a "piece of the action" and do so in very ethical ways. I think in those instances decisions about the investing relationship are very individualized or situational and I am not sure a single guideline (e.g., do not invest) applies. Hence, I do not believe we can conclude that one should NEVER invest in a client because of an ethical conflict of interest.

Another added:

When we consult we are investing, in a way, in that company. While we are being paid, we know that we will only continue that engagement if the company succeeds. We all know that when we consult and the company falls on hard times, we are likely to be told, "We will call you when things turn around." Under this view, buying stock (or accepting future benefits if the company does well) seems warranted but I still believe it is problematic with respect to investments in the competition.

The "bottom line" issue may be objectivity of consulting judgment. As one panelist put it:

I believe "investing" is a separate activity from consulting and the fact that I now own or in the future decide to purchase stock in a large, publicly traded company does not impair my objectivity, competence, or effectiveness when it comes to my consulting relationship. I am always going to do my best to help the organization and hopefully improve its stock price whether I have any ownership or not.

An Attempt at Closure

The advice is clear—at least on some fronts. Specifically, insider trading is wrong—and illegal. Further, a decision made to invest in the stock of a client (or competitor) after beginning the client engagement is problematic and controversial at best. In addition, although the question of retaining ownership of previously owned stock after the point of engagement may be debated, questions regarding the appearance of impropriety remain. Finally, there is another way to look at these questions and that is from the perspective of our reputations. As our social psychologist colleagues would tell us, others are more likely to draw correspondent inferences (i.e., attribute dispositional influences as causes of our behavior) when our actions are particularly uncommon. Perhaps, then, this is an opportunity, as one of our panelists suggested:

I think this situation presents an occasion to go beyond the standard of being "reasonably expected to impair objectivity."

Although we might not have to do so (and precisely *because* it is not required), staying away from any engagement from which one might have *even the slightest* opportunity to derive personal benefit provides an opportunity to position oneself as being scrupulously honest. The resulting positive attribution is sure to benefit to one's professional reputation, making this a rich opportunity to gain goodwill by doing the right thing. (In social psychological parlance, it is an opportunity to form "correspondent inferences.") And, after all, any consultant whose clients cannot count on his or her endorsement of the highest ethical standards will not be in business very long.

Bottom line: What might appear, at first blush, to be an unreasonably cautious stance may, in the long run, enhance one's professional reputation.

Have a Question?

Submit your question in writing to The I-O Ethicist, SIOP Administrative Office, 520 Ordway Ave., PO Box 87, Bowling Green OH 43402. Alternatively, you may submit your questions on the SIOP Web site at www.siop.org. Please note that your submissions and correspondence will be treated in strict confidence and will be completely anonymous.

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Leading Edge

R. Jason Weiss
Development Dimensions International

*This issue's edition of the **Leading Edge** was submitted by guest writer Jeff Worst.*

Business Intelligence (BI)

Jeff Worst
Private I-O and IT Consultant

In past articles, **Jason Weiss** and I have discussed database design and security as they relate to I-O psychology (Weiss & Worst, 2002; Worst & Weiss, 2003). Here, I will discuss how databases are being used to leverage organizational data in a family of software applications known collectively as Business Intelligence (BI). BI is a fairly new term that incorporates a broad variety of processes and technologies for harvesting and analyzing information to help businesses make decisions. In the service of this goal, business intelligence software may include such activities as six-sigma, statistical analysis, data mining, and financial forecasting. A wide array of companies, both new and old (e.g., Microstrategy and Microsoft), are now developing tools dedicated to providing unified BI functionality. In fact, some companies with BI products are very well known in the I-O community (Read on to find out who they are!).

I believe it is important for I-O psychologists to have a general understanding of this area because it may impact the practice of I-O in the near future. How? As I've discussed in the past, most organizations are well on the way to moving their HR data from file drawers to electronic databases stored on central servers. As a result, data that were formerly difficult to access and leverage have become available assets, waiting to be leveraged with BI tools. BI will enable us to answer questions that we were previously unable to approach. As a cautionary note, it could potentially enable others to use sensitive HR data to answer questions that they might not have the background to consider. We, therefore, must consider our role with respect to BI as dually focused on leveraging its strengths for the advancement of our field but protecting others from potentially dangerous misuse of the technology.

BI is still a work in progress, so there is no widespread agreement as to the minimal functionality of a BI tool. In this article, I will describe four types of functionality commonly found in BI software packages. At the end, I'll consider examples of how they might come into play in I-O.

Enterprise Reporting and Report Distribution

Developing relevant, valid, and timely business information is a key purpose of BI. However, that's only half the battle; the assembly of critical information is useless if it isn't delivered to the right people in a timely manner. Consider for a moment what might be called the status quo of information creation and distribution: For over 40 years, organizations have run standardized reports that are distributed to key information consumers. These reports were run by the IT department as batch jobs at night. After the reports were generated, they then had to be printed and distributed—often by mail—taking a significant amount of paper and time to print and distribute. Using this process, a report might not find its target until several days or a week after it was initially generated.

Report generation and distribution today is very different. Now reports can be run at any time of the day or night and immediately distributed via e-mail or simply put on a corporate intranet, greatly reducing the cost of report generation and distribution. More flexible and user-friendly report generation tools mean that a greater variety of reports can be made available to users. In addition, as reporting needs have gone from domestic to international, some software has made an additional leap in flexibility to generate reports in multiple languages and metrics. For example, some packages can generate a sales report for a multinational company in English using the U.S. dollar and in Japanese using yen.

The primary purpose of enterprise reporting is to automatically generate and distribute standardized reports to management at specified intervals. For example, recruiting information broken down by region may be delivered to the VP of HR each week while regional HR managers may get local reports daily. This enables organizations to respond quickly to both opportunities and competitive pressures by giving managers and other knowledge workers fast, easy access to key information to make rapid front-line decisions.

Here is a sample of the report delivery functionality contained in many BI products:

- One-click distribution of a large number of reports to people inside and outside the enterprise;
- Automatic report distribution on a predetermined schedule;
- On-event distribution based on predetermined events triggering a report distribution (e.g., unusual drop in inventory); and
- Self-subscription or administrator-based subscription to a report(s).

These are just examples of the types of functionality in BI software to make sure that people who need information have access right when they need it.

Cube Analysis

In our past discussions of databases, I have described a data table as hav-

ing two axes: the horizontal axis (rows) defined each record and the vertical axis (columns) or fields defined the data in each record. For example, a data table containing the first name, last name, and telephone number for 100 people would have 100 records and three fields. These types of two-dimensional data views are probably the ones most commonly used by I-O psychologists when analyzing experimental data on subjects.

Over the past decade or so, a new approach for organizing data has emerged called On Line Analytical Processing (OLAP). Although OLAP data can be viewed in a two-dimensional format, it is more often viewed with three or more axes in the form of a cube. In fact, there is theoretically no limit to the number of axes an OLAP cube can have, creating a hypercube. Below are some examples of OLAP cubes. Note that each cube is a subset of highly interrelated data that is preorganized to allow users to combine any attrib-

Analysis Cubes
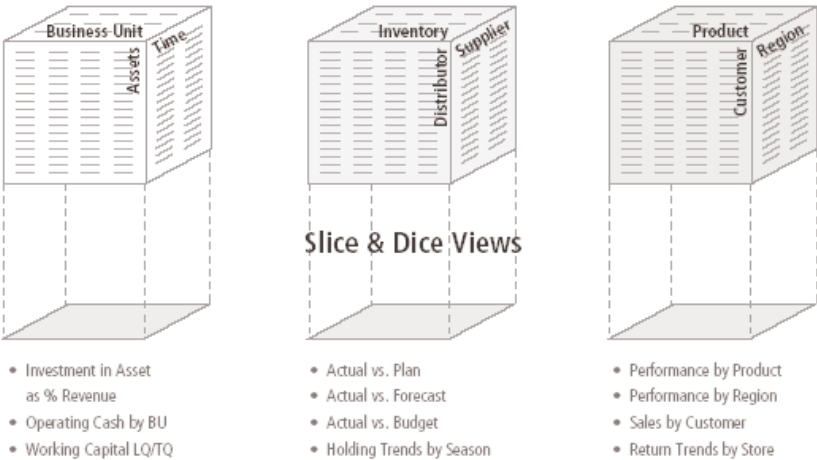
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utes in the cube (e.g., stores, products, customers, suppliers) with any metrics in the cube (e.g., sales, profit, units, age) to create various views that can be displayed on a computer screen.

Cube analysis is used most often by people like managers who have a deep interest in understanding the root causes underlying the data in reports but do not possess skills for full ad hoc investigation of the databases. Cube analysis lets people flip through a series of report views, using the now standard OLAP features of:

  • Rotation to new dimensional comparisons in the viewing area (i.e., rotate from a customer/region view to a customer/product view).

- Slicing subsets for on-screen viewing (e.g., view only a slice of a cube such as all products and customers in one region).
- Drill down to deeper levels of consolidation (i.e., make the cube smaller to expedite searches and data analyses).
- Reach through to underlying detail data. Reach through is a means of extending the data accessible to the end user beyond that which is stored in the OLAP server. A reach through is performed when the OLAP server recognizes that it needs additional data and automatically queries and retrieves the data from a data warehouse or OLTP system.

All of these OLAP features, first introduced in the early 1990s, allow users to slice and dice a cube of data, or analysis cube, using simple mouse clicks.

Ad-Hoc Query and Analysis

Although standardized reports are useful for many users, they can not meet the informational needs of users who need more flexible data access. Practically speaking, it would be impossible to predesign all possible report permutations because this would involve thousands—if not millions—of combinations. Under the old, "centralized" process, all requests for "special" reports and analysis had to go through the corporate IT department, if they were permitted at all.

With the advent of client/server computing, new interactive software tools enable managers to generate their own ad-hoc analysis and reports. For example, standardized reports may require a manager to wade through vast amounts of data to find some needed piece of information. Ad-hoc analysis and reporting tools enable managers to identify not only the exact information they need but also to perform specific analyses of the data they need.

Although at first glance this seems to make imminent sense, experience has shown that managers sometimes still have trouble using the tools for creating and formatting reports that come with the BI software. These tools are really not intended for use by everyone in the organization; rather, they should be leveraged by those with some data analysis background and higher levels of software skills. These users will need to conceptually understand how to filter data into subsets, perform analyses on those subsets, and then generate formatted reports containing various types of charts or graphs. More sophisticated software will use a variety of prompts, wizards, and other aids to help accomplish these tasks, but the user still has to understand the data and which analysis approach is appropriate for the conclusions being drawn.

Statistical Analysis and Data Mining

Where ad-hoc analysis is intended for those with average analytical skills, this area of BI is the most sophisticated and targeted at professional information analysts who daily perform correlation analysis, trend analysis, and pro-

jections. In addition, extremely sophisticated modeling tools such as neural networks may also be part of the data mining package. These analysts apply mathematical, financial, and statistical functions against the data of the entire enterprise. Although the tools now require little to no programming skills, they still need a very skilled user who will know which statistical and data mining techniques can provide the proper and best insight into a problem or business question.

Most people reading this article will know that both SAS and SPSS (companies I came to know and love during my undergraduate/graduate days) develop very sophisticated data analysis tools. But did you know that both of these companies have soup-to-nuts, integrated BI tools? SPSS's product is called ShowCase Suite and includes all of the features discussed in this article. SAS's product is called SAS Enterprise BI Server and also includes all of the features discussed including OLAP, ad-hoc reporting and analysis, and so forth. Both products have a single integrated interface that can be used for implementing all of their BI tools for data analysis, report development, and report distribution. In addition, a single unified database provides the foundation upon which all of these tools rest.

A Sample Application of BI in I-O

Suppose the head of HR for a large network of hospitals has just received a report generated by the report distribution engine showing that the hospital network is well behind its hiring goals for nurses. After running some canned OLAP cube analysis reports, she learns that it's not all nurses but primarily RNs that are far behind hiring goals. She then runs some ad-hoc analyses looking at how many people applied for RN positions over the past quarter, how many were offered jobs, and how many accepted. She compares the past quarter with the same quarter a year ago. She learns that the proportion of applicants to those given job offers is basically the same as last quarter but acceptance of offers is significantly lower. She then wonders if this is affecting the quality of nurses being hired, so she uses the data mining tools to compare validated employment test scores from a year ago versus those from the past quarter. She notices a significant decrease even though both groups meet the minimum cut scores. After pondering why this might be happening, she conducts some more ad-hoc analyses to see if there is an increase in the time between job application and job offer. She notices that this time has increased by 4 weeks, on average, and hypothesizes that possibly the best candidates have already taken offers from other hospitals by the time they get the job offer from her hospital network. She meets with her senior staff, presenting the above findings, and tasks them with calling a sample of candidates who rejected job offers to find out why and to decrease the amount of time it takes to go from application to job offer/rejection.

BI and I-O: Next Steps

Human resource data is an important corporate asset that will be utilized much more in the future for making business decisions. This will place a difficult burden on most HR departments because their employees are not trained or experienced in the use of analytical tools and techniques. I-O psychologists have some of the best training and experience for conducting HR data analysis, and we are very familiar with the data and the issues surrounding that data (e.g., employment application and test results). Although many of the tools in BI software packages are familiar to most of us, additional training would be needed for some tools such as OLAP and neural networks, but that shouldn't be too difficult for datacentric I-O types to master.

The availability of much better organized corporate HR data and powerful analytical tools will enable us to investigate questions that we might not have ever considered in the past. We will need to expand how we think about HR data analysis because data that was highly fragmented and difficult to access in the past will soon be consolidated into one large, organized, and easily accessible corporate data warehouse. For example, HR will be able to conduct OLAP reachthrough analyses from the HR data cubes over to performance data contained in OLAP cubes for the sales department. In addition, this new capability will enable us to reopen old questions that we may feel need further investigation.

Those of us working in or consulting to large organizations may need to do some investigation as to whether or not there is an effort underway to building a consolidated BI database. The BI effort may well be underway but has not been communicated to everyone who needs to know about it. If you find that one of these efforts is underway, or was completed a while ago, let the appropriate people know that you would like to receive training on how to use the software package and tools. It should be easy to justify how you could use the data to improve your own job performance and that of your department. In addition, as we've discussed in previous articles, you should be aware of what security measures are being taken to protect the HR data and decide if you feel they are adequate. See Worst & Weiss (2003) for more information on this very important topic.

Time To Be Proactive

The development and use of BI tools is well on its way, and it is inevitable that someone who is not trained to work with HR data will incorporate it into BI analyses. We should not wait for time to tell if the people doing these analyses and making recommendations as a result are doing so responsibly. We can influence the "outside" use of HR data by being aware of the growing availability of these data for analysis and then by asserting our roles as custodians of the data. Otherwise, we'll only have ourselves to blame as we wince at decisions based on misunderstood data and/or faulty analysis.

Web Resources

There is a vast array of information about BI on the Internet. I did some of the leg work for you and identified several good BI Web sites below. I can be reached at kensei@comcast.net if you have any questions.

http://www.dmreview.com/corporate/aboutus.cfm
DM Review is a business intelligence, analytics, and data warehousing publication. A great place to start.

http://www.businessintelligence.com/index.asp
BusinessIntelligence.com has a broad variety of BI articles including BI research. It also has forums where you can discuss various BI topics.

http://www.computerworld.com/databasetopics/businessintelligence/story/0,10801,93940,00.html
Interesting *Computer World* article (6/04) on the future of BI based on the opinions of industry leaders.

http://businessintelligence.ittoolbox.com/
A broad variety of articles on BI along with some information on ITToolbox's own products. There's even some information on careers in BI.

www.microstrategy.com/
Microstrategy, large vendor of BI software.

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Michelle A. Donovan
Intel Corporation

In this **Spotlight** column we focus on a rare and elusive group of talented I-O psychologists… the North Carolina I-O Psychologists (NCIOΨ to those in the know!). Their article below is filled with information about their origin, behavior patterns, and survival strategies…and, lucky for us, it doesn't look like they'll go extinct any time soon. Read on for more details…

NCIOΨ Celebrates 10 Years of Survival

Lori Foster Thompson
North Carolina State University

David C. Gilmore
University of North Carolina at Charlotte

John G. Cope
East Carolina University

They hail from the mountains of North Carolina to the beaches of the coast (and everywhere in between). It's been said that some even dwell in other states. Their seasonal movement patterns are fairly predictable. Known to travel both singularly and in pods, they migrate to a common location during the spring and fall of each year. If you pay close attention, you will likely spot some of them the next time you attend a SIOP conference. Though not aggressive, they are not shy either. Don't be surprised if one approaches you.

Naturally, we're referring to that distinct life form known as the North Carolina I-O (NCIO) psychologist [genus: *Officium scientia professio*]. You'll undoubtedly want a little more information in order to prepare for a chance encounter, should an NCIO psychologist ever happen to cross your path. Have no fear! As full-fledged members of this group, we're here to pass along everything you need to know about the North Carolina I-O Psychology (NCIOΨ) association. Read on for details concerning how we came to be, what our meetings typically entail, the challenges we face, and more.

The Origin of the Species

NCIOΨ began 10 years ago. Members of SIOP had the inspiration for a local group and served as the catalyst for the early organizing efforts by invit-

ing the 121 SIOP members of North Carolina to meet at the Center for Creative Leadership (CCL) to discuss organizational issues. Approximately 60 people attended this meeting, which occurred on October 28, 1994. Like all good I-O psychologists would do, the group began by detailing some general guidelines regarding the operation and characteristics of the organization ("NCIOΨ Takes Off," 1995). By November 18, 1994, NCIOΨ had its mission statement in place. And thus, we were created (even though it took more than 7 days).

The Seasonal Meeting Behaviors of the NCIO Psychologist

NCIOΨ typically holds two meetings per year—one in the fall and one in the spring—with recent headcounts ranging from about 50 to 70 persons per meeting. Attendees include academicians, practitioners, students, and other interested individuals from North Carolina and beyond (our sign-in rosters indicate migratory behavior from South Carolina and Virginia). NCIOΨ's semiannual gatherings usually run from 9–3 and always take place on a Friday. Business casual attire is the norm, and the atmosphere is open, friendly, and relaxed.

In terms of content, the meeting topics remain quite diverse. In the past, the NCIOΨ association has enjoyed presentations on a wide range of subjects, including personality, executive coaching, meeting burnout, and goal setting—just to name a few. Both in-state and out-of-state presenters have contributed to the richness of the program. Out-of-town speakers typically fly in a day early, which gives nearby NCIOΨ members a chance to take them to dinner the evening before the meeting. "It's more fun than a SIOP or AoM presentation," remarked **Art Gutman** from the Florida Institute of Technology, who spoke to the group on legal issues. "Those (SIOP, AoM) are wonderful experiences, but you're in and out, have some nice interactions, and it's over. The NCIOΨ experience encompassed 24 hours of great almost nonstop interactions. And the time went by so quickly because our conversations were so enjoyable."

Our Darwinian readers may be interested to know that NCIOΨ's meeting structure has evolved with time. Over the years, we've tested a variety of formats, including panel discussions, breakout interest groups, and the like. Trying to build a whole meeting around a theme and getting "bottom up" participation has proven difficult to coordinate given our loose organizational structure. Recently, NCIOΨ has opted to schedule two speakers per session, and this format seems to work well. Preceded by a coffee/social hour, the morning presentation begins at 10 a.m. and is followed by time for questions and answers, a brief business meeting, lunch, and then an afternoon presentation.

The benefits of attending are many. Members get to see a quality program, network, and meet people in practice, from academia, and of national prominence. NCIOΨ meetings not only promote intrastate collaborations and

provide opportunities to stay abreast of current changes in the field, but they also offer a really fun way to spend a Friday. "I laughed my butt off," remarked one graduate student after listening to **Paul Muchinsky** from UNC–Greensboro speak about the identity of I-O psychology as a profession. The meetings have even been known to bring colocated colleagues closer together. Think about it, how many times do you get the chance to take a road trip with your coworker down the hall? If you live in North Carolina, this happens twice a year, thereby providing a nice opportunity to connect with colleagues interested in carpooling.

The feeding habits and grazing range of the NCIOΨ psychologist are worth mentioning. An on-site lunch (e.g., pizza and veggies) is included with the registration fee collected from each attendee at the beginning of every meeting (fees are $15 for students and $25 for professionals). The "on-site" aspect of this lunch is important for a couple of reasons. First, some of us NCIO psychologists are creatures of habit. If you let us loose for lunch, we wind up hopping in a car with coworkers and close contacts. Keep us on site and we're much more likely to mingle, meet new folks, and expand our network of friends and colleagues. Second, on-site lunches give NCIOΨ members the opportunity for informal conversation with the meeting speakers, who bring fresh ideas and perspectives to our group.

Those who are unable to attend a given meeting can read a recap of it later. Our newsletter, *The NCIOΨ Flyer*, provides summaries of past meetings, dates and agendas for future meetings, interviews with NCIOΨ members, and more. *The NCIOΨ Flyer* comes out at least twice a year and is archived on our Web site (http://www.ncsu.edu/psychology/graduate/conc/iov/organizations/ncio/index.htm). Thanks to **Bob Pond** from North Carolina State University, the Web site includes a number of other nifty features as well, such as member names and e-mail addresses, operating rules/procedures, and slides from past speakers' presentations. For example, from the above link you'll find the citizenship performance slides that **Wally Borman** (PDRI, University of South Florida) presented when he came to visit.

Environmental Challenges and Survival Strategies

NCIOΨ faces a number of the same challenges many other local I-O organizations encounter. For instance, maintaining momentum and developing a leadership core without burning out key players is always a concern, given the voluntary nature of the organization. NCIOΨ's executive committee consists of several elected positions currently filled by the following individuals: Chair, David Gilmore; Vice/Program Chair, Lori Foster Thompson; Secretary/Newsletter/Historian, **Mary Alice Crowe-Taylor;** Finance/Membership, **Anita Blanchard;** Student Representative, Elizabeth Caldwell; Member at Large, **Dennis Whittaker;** and Web Manager, Bob Pond. In addition, several past executive committee members remain actively involved in

the leadership, and each school elects a secondary student representative to help insure a strong student voice and serve as a point of contact for the various academic institutions represented in NCIOΨ.

To help keep the executive committee positions staffed, every effort is made to minimize the time demands placed on the NCIOΨ leadership. For example, rather than requiring an organizational leader to track people down for dues, we just get "dues" from those that show up at each meeting. With electronic membership and mailings, our overhead costs are minimal. Thus, all we have to do is generate enough money at the meetings to cover the meeting costs (i.e., food, travel for speakers, and the like).

Asking people to fill an executive committee position with no specific responsibilities (Member-at-Large) is a nice way to get their foot in the door for future roles (yes, we are sneaky that way). We also manage to encourage volunteerism (that is, rope people into NCIOΨ leadership) via a strategic planning retreat, which is held each summer. All are welcome to participate, but typically only a handful of members (including some first-time retreat attendees) are able to make the journey. We meet on a lake, have a nice meal, throw in a boat ride or two, and do a little planning for the group. This gives newcomers a chance to provide input and see what fun NCIOΨ leadership can be, thereby encouraging them to replace departing executive committee members.

The University of Toronto's **Gary Latham,** who spoke at an NCIOΨ meeting a few years ago, has described us as "an enthusiastic group who embraces the scientist–practitioner model of I-O psychology, particularly practitioner research conducted within a scientific framework that supports this model." Indeed, we strive to maintain a good balance between the "academic" and the "practical." However, this is often a challenge for us. At times we have walked a fine line between becoming too academic and perhaps even too student oriented, if there is such a thing. Attracting the practitioners/consultants and keeping our focus on professional issues (not finding a job or simply networking) are important if we are to continue to attract the SIOP-type audience, just at a local level.

There are also logistical issues to contend with. North Carolina is by no means a small state. It covers a grand total of more than 53,000 square miles. Industry is scattered about, and we have graduate I-O programs ranging from the west (Appalachian State University in Boone) to the east (East Carolina University in Greenville). Thus, certain meeting locations spell lengthy commutes for members located in particular parts of North Carolina. Mindful of this issue, we pay careful attention to the timing and placement of our meetings. With a central location, a 10 a.m. start, and a 3 p.m. conclusion, people can generally get there, be home by evening, and still enjoy a high quality program.

Past meeting locations have included universities such as UNC Greensboro and North Carolina State University. Lately, most meetings have occurred at the Center for Creative Leadership in Greensboro. The facilities

are out of this world, and CCL provides the space and support free of charge. Notably, individual CCL members not only attend the meetings, but they've also been known to donate their time by serving as speakers and NCIOΨ leaders. We NCIO psychologists consider ourselves very lucky to have such generous neighbors within our very own state borders!

As you may have guessed by now, a final challenge facing our organization involves the whole Ψ symbol. Now, here's an itch we just haven't been able to scratch. For starters, the Ψ symbol seems to cause uncertainty when determining how to voice our identity. Ask three different members what we're called, and you may get three different answers: "N-C-I-O-Psi," "N-C-I-O-P," or simply "N-C-I-O." And have you ever tried to insert a Greek symbol into the subject line of an e-mail message? It's no mean feat. A word to the wise: sporting a cool Greek symbol in your acronym has its price.

A Comfortable Habitat in Which to Dwell

Happily, NCIOΨ continues to thrive, and we sense no imminent danger of extinction. After presenting his work on organizational surveys to the group last April, Baruch College's **Allen Kraut** called us "a wonderfully refreshing and diverse group, ranging from eager graduate students to experienced old salts who remain eager." And he continued, "the southern hospitality is real and welcoming." **Steven Rogelberg,** who recently spoke to the group after moving to the state to head UNC Charlotte's I-O psychology program agreed: "I was extremely impressed with NCIOΨ. It is a vibrant group, the meetings are well attended, and the semiannual program is first rate. I-O psychologists in North Carolina are extremely fortunate!"

So there you have it: a brief primer to fall back on should you ever encounter an NCIO psychologist in the course of your travels. And if your travels happen to lead you to North Carolina during one of our meetings, come and join us! Visitors are most welcome, and we promise not to bite.

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Future Spotlights on Local Organizations

Stay tuned for the January issue of *TIP* when we profile the Portland Industrial & Organizational Psychology Association (PIOPA). PIOPA is a fun group of I-O psychologists who are eager to share more about their organization with *TIP* readers.

To learn more about local I-O organizations, see http://www.siop.org/IOGroups.htm for a list of Web sites. If you have questions about this article or are interested in including your local I-O psychology group in a future **Spotlight** column, please e-mail Michelle Donovan at michelle.a.donovan@intel.com.

Thirty Famous Quotations Translated Into I-O

Paul M. Muchinsky*
The University of North Carolina at Greensboro

Over the years my family has given me a wide range of books. The other day I was going through a few of them and came across two old favorites. They were books of famous quotations rendered over the course of history. I'll tell you one thing—back then those folks knew how to communicate. I readily admit these quotations are a biased sample. Only the good ones were recorded for posterity. Nevertheless, in only a few very well chosen words a volume was expressed. I was so taken with 30 of these quotations I translated them into how we would express the same thoughts in I-O psychology. So, enjoy the original quotes, and agonize reading how we would have butchered the language.

1. "In the first place, God made idiots. That was for practice. Then he made school boards."
Mark Twain (1835–1910)
Configuring individuals with low levels of KSAOs into a larger social collectivity will not enhance the likelihood of successful task performance.

2. "She has two complexions, A.M. and P.M."
Ring Lardner (1885–1933)
While some individuals exhibit stable mood, others manifest transient moods associated with daily temporal cycles.

3. "To generalize is to be an idiot."
William Blake (1757–1827)
It is advisable to be temperate in asserting the degree to which validity generalization is tenable.

4. "Physicians can bury their mistakes, but architects can only advise their clients to plant vines."
Frank Lloyd Wright (1867–1959)
Jobs differ in the extent to which compensatory mechanisms are available to mitigate skill deficiency.

5. "I used to be Snow White, but I drifted."
Mae West (1892–1980)
The pattern of human development over the lifespan is characterized by progressive changes in behavior.

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*Unamused, indifferent, or entertained readers can contact the author at pmmuchin@uncg.edu.

6. "You can pretend to be serious; you can't pretend to be witty."
Sacha Guitry (1885–1957)
Fakability is the capacity of individuals to intentionally distort their responses to achieve a desired effect. Certain attributes are more effectively distorted than others.

7. "People who work sitting down get paid more than people who work standing up."
Ogden Nash (1902–1971)
Research reveals there is a significant positive correlation between prototypical body posture at work and annual compensation. The more the individual suffers from a standing erectile dysfunction, the more compensation is received.

8. "Your manuscript is both good and original, but the part that is good is not original and the part that is original is not good."
Samuel Johnson (1709–1784)
It was the consensus of the journal reviewers that while your manuscript raised some novel issues, they are wholly discrepant with the known body of literature on the research topic.

9. "We must believe in luck. For how else can we explain the success of those we don't like?"
Jean Cocteau (1889–1963)
Attribution theory postulates external causative explanations of behavior are ascribed to individuals we hold in unconditional negative regard.

10. "If I were a gravedigger or even a hangman, there are some people I would work for with a great deal of enjoyment."
Douglas Jerrold (1803–1857)
The most gratifying aspects of work meet our strongest needs, even through the work itself may not appear to others as being particularly enriching.

11. "I am firm. You are obstinate. He is a pig-headed fool."
Katharine Whitehorn
Perceptual bias contributes to differential assessments of similar behavior, with the more positive attributions being ascribed to behavior most consistent with one's self-image.

12. "Love is what happens to men and women who don't know each other."
W. Somerset Maugham (1874-1965)
The evocation of certain human emotions is enhanced by the uncertainty of the situational dynamics encountered.

13. "The difference between pornography and erotica is lighting."
Gloria Leonard
Contextual effects can produce differential assessments of events or activities that are seemingly equivalent.

14. "There is so little difference between husbands you might as well keep the first."

Adela Rogers St. Johns

H_0: $\mu HI = \mu H2 = ...\mu Hj$

H_1: $\mu HI \quad \mu H2 \quad ...\mu Hj$

The null hypothesis was not rejected ($p < .05$).

15. "Alimony is like buying oats for a dead horse."

Arthur Baer (1896–1975)

Research on the escalation of commitment reveals that perservation in behavior in pursuit of a particular outcome can continue beyond the point where the expected utility of the outcome is negligible.

16. "My schoolmates would make love to anything that moved, but I never saw any reason to limit myself."

Emo Philips

Maturation of the individual is enhanced by developmental activities of an investigative nature that encompass the full range of human expression.

17. "Economists are people who work with numbers but who don't have the personality to be accountants."

Unknown

What often separates members from similar occupations are differences associated with disposition.

18. "A male gynecologist is like an auto mechanic who has never owned a car."

Carrie Shaw

Credibility is a function of both knowledge and primary experience associated with a particular subject domain.

19. "Copy from one, it's plagiarism; copy from two, it's research."

Wilson Mizner (1876–1933)

Meta-analysis is a method to provide answers to questions based upon the prior research conducted by others.

20. "Criticism is prejudice made plausible."

H. L. Mencken (1880–1956)

Your manuscript will be evaluated by a set of reviewers who are unbiased experts on the topic of your research paper.

21. "In making theories always keep a window open so that you can throw one out if necessary."

Bela Schnick (1877–1967)

The theorist must remain amenable to novel and sometimes bold explanations for the observed phenomenon, with the realization that not all initially proposed explanations may be represented in the final form of the theory.

22. "The average PhD thesis is nothing but a transference of bones from one graveyard to the next."

J. Frank Dobie (1888–1964)

Original research is often an incremental and cumulative process, where the findings from one study provide the basis to continue the investigation in another study.

23. "If all economists were laid end to end they would not reach a conclusion."

George Bernard Shaw (1856–1950)

Some people cannot make a decision based on information that is probabilistic and of uncertain accuracy.

24. "He has the answer to everything and the solution to nothing."

Oscar Levant (1906–1972)

Although possessing very high levels of declarative knowledge, some individuals are markedly deficient in procedural knowledge.

25. "Love is the delusion that one woman differs from another."

H. L. Mencken (1880–1956)

Genetic research indicates that 99% of all people are alike; the remaining 1% influences the affective desires of heterosexual men, lesbians, and both bisexual men and women for women.

26. "Nothing is ever accomplished by a committee unless it consists of three members, one of which happens to be sick and the other is absent."

Hendrik Van Loon (1882–1944)

One highly skilled individual can achieve greater performance than lesser skilled individuals constituted into a team.

27. "She did not so much cook as assassinate food."

Storm Jameson (1891–1986)

Differential standards held by some raters can result in assessments of performance characterized by severe negative leniency.

28. "Dancing: A perpendicular expression for a horizontal desire."

George Bernard Shaw (1856–1950)

Goal substitution may motivate behavior in the anticipated belief it will eventually culminate in attaining the desired goal.

29. Bessie Baddock: "You, sir, are drunk!"

Winston Churchill: "And you, madam, are ugly. But I shall be sober in the morning."

Winston Churchill (1874–1965)

Some human attributes are characterized by high temporal stability over a lifetime but other attributes may be characterized by unstable diurnal chronicity.

30. "Research is something that tells you a jackass has two ears."
Albert D. Lasker (1880–1952)

Constructive replication is a process used to verify the correctness of conclusions reached from prior empirical investigations.

There are two ways you can look at this. First, if the original quotations had been expressed in our language, no one would have recorded them for posterity. Second, if we could learn to express ourselves with such pithy clarity, we would probably have fewer internal debates about why so few people know who we are and what we do for a living.

Art Gutman
Florida Institute of Technology

Editorial Note: The issue of sexual harassment in the workplace in other countries will be forthcoming in the January 2005 column.

The Supreme Court's Ruling in *Suders*— They Missed the Boat

The Supreme Court ruled in *Pennsylvania State Police v. Suders* on June 14, 2004.[1] This case was previewed in this column in the July 2004 issue of *TIP* (in press before the ruling was handed down). At that time, I used the impending ruling as an occasion to summarize 25 to 30 years of case law on sexual harassment. I didn't expect the ruling itself to be earth shattering. Nor did I not expect it to raise more questions than it answered—it did. The ruling was 8 to 1 with a dissent from Justice Thomas. A dissent from Justice Thomas on a sexual harassment ruling is ordinarily no big deal. However, in this case, I agree with him. I will explain.

Overview of the Majority Opinion

Even unreasonable people (and the Pennsylvania State Police [PSP]) know that Nancy Suders was a victim of hostile environment sexual harassment.[2] Furthermore, under standards established in *Burlington v. Ellerth* (1998) and *Faragher v. Boca Raton* (1998), the PSP was a likely loser on the affirmative defense that it (a) had a policy to prevent and quickly prevent such abuses **and** (b) Nancy Suders unreasonably failed to use that policy. Suders notified an appropriate authority (Virginia Smith-Elliot, the EEO officer for PSP). Although her first contact was informal (that she might need help), 2 months later, Suders informed Smith-Elliot she was being sexually harassed and feared for her safety. Smith-Elliot told her to file a complaint but failed to inform her how to obtain a complaint form. In general, Smith-Elliot gave no indication of prompt investigation of the claim. Therefore, as in other cases cited in the July 2004 column (i.e., *Coates v. Sundor Brands*, 1998 & *Shaw v. AutoZone*, 1999), Nancy Suders was a likely winner under either prong of the *Ellerth-Faragher* standard. So, if not for the issue of **constructive discharge**, this case would probably not have made it to the Supreme Court.

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[1] The ruling can be found on the Supreme Court's official Web site, http://www.supremecourtus.gov/.
[2] The relevant background issues in *Suders* are discussed in detail in the July 2004 issue of this column. The author recommends reading that article prior to reading this one.

The Supreme Court reviewed *Suders* because of a conflict among several circuit courts on whether constructive discharge is a **tangible employment action**. *Ellerth-Faragher* rules dictate that harassment resulting in negative tangible employment actions mandates **strict liability** (with no affirmative defense). Examples of tangible employment actions cited in *Ellerth* include "discharge, demotion, or undesirable reassignment." In *Suders v. Easton* (2003), the 3rd Circuit ruled that constructive discharge is a tangible employment action, thereby agreeing with the 8th Circuit (see *Jaros v. LodgeNet*, 2002) but disagreeing with the 2nd and 6th Circuits (see *Caridad v. Metro-North*, 1999 & *Turner v. Dowbrands*, 2000). So, the Supreme Court had no choice. It had to review one of these cases and provide a definitive ruling on whether constructive discharge is a tangible employment action implying strict employer liability. The problem is the ruling in *Suders* is hardly definitive.

The 3rd Circuit issued a two-prong definition of constructive discharge, ruling the plaintiff must prove:

> (1) he or she suffered harassment or discrimination so intolerable that a reasonable person in the same position would have felt compelled to resign...and (2) the employee's reaction to the workplace situation—that is, his or her decision to resign—was reasonable given the totality of circumstances.

The Supreme Court had no problem with the definition, per se, but rather with the conclusion that if this proof is successful, the constructive discharge is tantamount to a tangible employment action, thereby implying strict employer liability. It would have been fine if the Supreme Court ruled that constructive discharge is or is not a tangible employment action, with nothing in between. The problem is that the actual ruling was tantamount to sometimes yes, sometimes no.

Speaking for seven other justices, Justice Ginsburg called constructive discharge a "worse case harassment scenario" in which the abuse is "ratcheted up to the breaking point." This is consistent with the 3rd Circuit's characterization of constructive discharge as "an aggravated case of…[a]…hostile work environment." Justice Ginsburg also agreed with the 3rd Circuit that constructive discharge should be inferred from the perspective of a reasonable person. However, where it gets obtuse is when Justice Ginsburg states:

> We conclude that an employer does not have recourse to the *Ellerth/Faragher* affirmative defense when a supervisor's official act precipitates the constructive discharge; absent such a "tangible employment action," however, the defense is available to the employer whose supervisors are charged with harassment. We therefore vacate the Third Circuit's judgment and remand the case for further proceedings.

Strange as it sounds, that means a constructive discharge is an official company act if it is preceded by an official company act.

More specifically, Ginsburg ruled that constructive discharge qualifies as a tangible employment action if, prior to quitting, the reasonably acting employee suffers "a demotion or a reduction in compensation."   So what's new here? Based on *Ellerth* alone, the employee who is demoted or suffers a pay reduction for not consenting to sexual relations with a supervisor already has a strict liability claim, even if that employee does **not** resign. After all, "discharge, demotion, or undesirable reassignment" are examples used by the Supreme Court for defining tangible employments actions in *Ellerth*. So nothing is added by the *Suders* ruling, in this author's opinion, but confusion.

Historical Definitions of Constructive Discharge

 All nine Supreme Court justices agreed that constructive discharge is a time-honored concept in the National Labor Relations Act (NLRA). Justice Thomas dissented, however, because he believed the definition of constructive discharge used by the majority is not faithful to the NLRA definition. He was correct.

As noted in Ginsburg's majority ruling, the NLRA definition of constructive discharge involves a motive to force the employee to quit. Accordingly:

> [T]he National Labor Relations Board (NLRB) developed the concept of constructive discharge to address situations in which employers coerced employees into resigning because of the employees' involvement in union activities.…the NLRB requires employees to establish two elements to prove a constructive discharge. First, the employer must impose burdens upon the employee that "cause, and [are] intended to cause, a change in his working conditions so difficult or unpleasant as to force him to resign. Second, it must be shown that those burdens were imposed because of the employee's union activities."

Thus, in the NLRA, constructive discharge requires a conscious effort to make life so miserable for employees involved in union activities so as to coerce them into quitting. It's like a department head that coerces a tenured professor into quitting by raising the teaching load and, in other ways, making his or her life miserable (fictitious, of course). The point is, under NLRA rules, the **intention** to force resignation in **retaliation** for legal union activities is the essence of the constructive discharge claim.

Thomas correctly states that in early Title VII cases, courts used a definition of constructive discharge consistent with the NLRA definition. Thomas cited *Muller v. United States Steel* (1975), which featured a charge of discriminatory failure to promote. In that case, the 9th Circuit ruled:

> Constructive discharge exists when the employer deliberately makes an employee's working conditions so intolerable that the employee is forced into an involuntary resignation….to find constructive discharge the fact

finder must conclude that working conditions would have been so difficult or unpleasant that a reasonable person in the employee's position would be compelled to resign.

Thomas also cited *Derr v. Gulf Oil* (1986), which featured a charge of discriminatory demotion. Here, the 10th Circuit, echoing *Muller*, ruled that constructive discharge occurs if "the employer by its illegal discriminatory acts has made working conditions so difficult that a reasonable person in the employee's position would feel compelled to resign." Therefore, Thomas concluded:

If, in order to establish a constructive discharge, an employee must prove that his employer subjected him to an adverse employment action with the **specific intent** of forcing the employee to quit, it makes sense to attach the same legal consequences to a constructive discharge as to an actual discharge. [Emphasis added by author]

Thus, the key difference between Thomas and the *Suders* majority is that as in NLRA, there must be a motive to terminate over and above conditions that compel a reasonable person to resign. Ginsburg's ruling requires **only** conditions that compel the resignation.

The EEOC's Definition of Constructive Discharge

The Equal Employment Opportunity Commission (EEOC) rarely errs when it interprets case law. However, in this author's opinion, the EEOC incorporated a disjointed definition of construct discharge in its *Policy Guidance on Current Issues of Sexual Harassment*, issued in March 1990 (EEOC N-915-050).[3] Interpreting rulings such as *Derr v. Gulf Oil* (1986; the same case subsequently cited by Thomas in *Suders*), the EEOC stated the following in its 1990 guidance:

Claims of 'hostile environment' sexual harassment often are coupled with claims of constructive discharge. If constructive discharge due to a hostile environment is proven, the claim will also become one of **'quid pro quo harassment'**.[26] It is the position of the Commission and a majority of courts that an employer is liable for constructive discharge when it imposes intolerable working conditions in violation of Title VII when those conditions **foreseeably** would compel a reasonable employee to quit, **whether or not the employer specifically intended to force the victim's resignation**. [Emphasis added by author]

There are two obvious points to note. First, constructive discharge is defined as a form of **quid pro quo** harassment, which the Supreme Court later defined as implying tangible employment actions and strict employer liability in *Ellerth* and *Faragher*. Second, the EEOC interprets cases like *Derr* to imply that constructive discharge occurs when (a) it is **foreseeable** by the employer

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3 EEOC N-915-050 can be found on the EEOC's official Web site, http://www.EEOC.gov.

due to intolerable working conditions and that (b) the reasonable person feels compelled to quit—even if there is **no intention** to force the resignation.

There is a third point to note, but it is more subtle. Nested in the above quote is **Footnote #26**, which states:

> However, while an employee's failure to utilize effective grievance procedures will not shield an employer from liability for "quid pro quo" harassment, such failure may defeat a claim of constructive discharge.

Therefore, ultimately, what we have here is an oxymoron. A cannot equal B if B equals C and A does not. Translated, that means constructive discharge cannot possibly be tantamount to quid pro quo if quid pro quo implies strict liability and constructive discharge leaves room for an affirmative defense.

That said, this should not be open season for criticizing the EEOC. Far from it. The major purpose of the 1990 guidance was to interpret *Meritor v. Vinson* (1986), the Supreme Court's first ruling on sexual harassment. As noted in the July 2004 column, *Meritor* was clear in its definition of hostile environment harassment but unclear on the issue of employer liability when hostile harassment is proven. The 1990 guidance correctly anticipated the affirmative defense for hostile environment claims later clarified by the Supreme Court in 1998 in *Ellerth* and *Faragher*. The 1990 guidance also correctly anticipated what ultimately amounted to the conditions an employer must satisfy to prove it acted to prevent and quickly correct sexual harassment, the main component in the affirmative defense. Thus, on the issues of greatest importance, the 1990 guidance was as good as it gets. Constructive discharge was a minor issue at the time. Indeed, the EEOC has not had occasion to further discuss constructive discharge in any of its subsequent releases. Unfortunately, its passing reference to constructive discharge possibly misdirected some district and circuit court judges, particularly if they failed to process Footnote #26.

Implications of the *Suders* Ruling

To reiterate, Justice Ginsburg's ruling implies strict liability if "a supervisor's official act precipitates the constructive discharge," but permits the *Faragher-Ellerth* affirmative defense "absent such a tangible employment action." Ginsburg cited *Robinson v. Sappington* (2003) as an example of a strict liability case and *Reed v. MBNA* (2003) as an example of an affirmative defense case.

In *Robinson v. Sappington* (2003), Melissa Robinson was a judicial secretary to Warren Sappington, a county judge. The judge harassed Robinson on a daily basis. Although he often suggested it, Sappington never assaulted Robinson physically. Ultimately, Robinson asked for a transfer and was obliged. However, the judge who authorized the transfer (Judge Greanias) told Robinson that the new judge (Judge Francis) would not be happy with

the transfer and the first 6 months working for him would be "hell." Judge Greanias also advised Robinson it would be in her best interest to resign. Judge Sappington continued to harass Robinson even after she left his supervision. As summarized by Ginsburg in *Suders*, the 7th Circuit concluded:

> The *Robinson* plaintiff's decision to resign, the court explained, "resulted, at least in part, from [the presiding judge's] official actio[n] in transferring" her to a judge who resisted placing her on his staff.

The 7th Circuit ruled for Robinson, denying the option of the affirmative defense (i.e., favoring strict liability), and Ginsburg agreed.

In *Reed v. MBNA* (2003), Bobbi-Lyn Reed was a 17-year-old telemarketer and William Appel was her 34-year-old supervisor. Appel harassed Reed on a daily basis, and physically assaulted her one evening when Reed was caring for Appel's child in Appel's home. Appel then threatened Reed, telling her they would both be fired if she complained to management. As summarized by Ginsburg in *Suders*, the 1st Circuit concluded:

> [T]he supervisor's conduct in *Reed* "was exceedingly unofficial and involved no direct exercise of company authority"; indeed, it was "exactly the kind of wholly unauthorized conduct for which the affirmative defense was designed.

The 1st Circuit ruled that the "alleged wrongdoing did not preclude the employer from asserting the *Ellerth/Faragher* affirmative defense," and Ginsburg agreed.

I have two observations. First, both perpetrators acted egregiously, but I think a reasonable person would find Appel's behavior more egregious because he was guilty of sexual assault (in the criminal sense) and Sappington was not. Nevertheless, the 7th Circuit explained that "Appel's conduct was exceedingly unofficial because it involved no direct exercise of company authority." That seems unjust.

Second, although both plaintiffs were threatened with tangible consequences, the basis for strict liability in *Robinson v. Sappington* (2003) was the transfer authorized by Judge Greanias, which was considered an official act, not the threatening recommendation that Robinson resign. In *Reed v. MBNA* (2003), the 1st Circuit dismissed Appel's threat to Reed (that both would be terminated if she complained), stating:

> Reed claims—and this is the possible qualification—that even if official action is needed for a tangible employment action, here Appel told her that they would both be fired if she reported the assault. However, we think that this issue is controlled by the Supreme Court's treatment in *Ellerth* that "unfulfilled threats" are not tangible employment actions. The Court also stated that the concept of a tangible employment action is based on the distinction between "cases in which threats are carried out and those where they are not or are absent altogether."

In fact, that ruling does follow from *Burlington v. Ellerth* (1998). Kimberly Ellerth was threatened with termination by Ted Slowik. Her supervisor, if she did not submit to his sexual advances, made threats that were never carried out. Ellerth's lawyers argued for quid pro quo (and strict liability). The Supreme Court answered with what is now known as the *Ellerth-Faragher* affirmative defense and made the above distinction cited by the 1st Circuit between threats that are carried out (tangible) and threats that are not carried out (not tangible).

There are two ways to view this. First, it is arguable that a threat by a supervisor is an official act because the supervisor is in an official position to carry it out. But second, one can argue that the *Ellerth-Faragher* incorporates that consideration because it mitigates against the second prong of the affirmative defense (that the victim unreasonably failed to take advantage of the employer's policy to prevent and promptly correct sexual harassment). Obviously, it's not very reasonable to expect an employee to use a policy under the threat of retaliation.

Conclusions

In the July 2004 column, I confessed to being confused on the definition of constructive discharge. After the July 2004 issue of *TIP* hit the streets, I received several e-mails offering to enlighten me, even one from my own PhD student. (who is very sharp). However, despite these efforts, I remain confused. I see three possible definitions of constructive discharge, and I don't believe I'm hallucinating. First, there is the 3rd Circuit definition, endorsed by Ginsburg, that asks if a reasonable person was compelled to resigned regardless of what the employer intended or could have foreseen. Second, there is the EEOC definition, which adds to the 3rd Circuit definition the foreseeability by the employer that the working conditions were intolerable, regardless of what the employer intended. Finally, there is the NLRA definition, which requires proof that the employer intended to force a resignation by creating conditions so intolerable as to coerce the reasonable person to feel compelled to quit.

A second thought that occurred to me follows from something I once learned in a philosophy course I took in college (long ago and far away). Thomas Aquinas, the theologian, proposed the ontological argument on the existence of God. He said think of the most perfect thing you can imagine and call it God. The thing must exist or else it is not perfect. I can apply that to Ginsburg's statement that constructive discharge is a "worse case harassment scenario." So, imagine the worst case of sexual harassment you can think of. It must be indefensible, or else it cannot be the "worst case harassment scenario."

Confusion and philosophy aside, there are two things I perceive clearly and distinctly (learned that one from Descartes). First, it makes no sense to

talk about constructive discharge if, to qualify for strict liability, it must involve a preceding official act that also qualifies for strict liability. Second, it makes no sense to have three definitions of constructive discharge floating around. Pick one, for perfect thing's sake.

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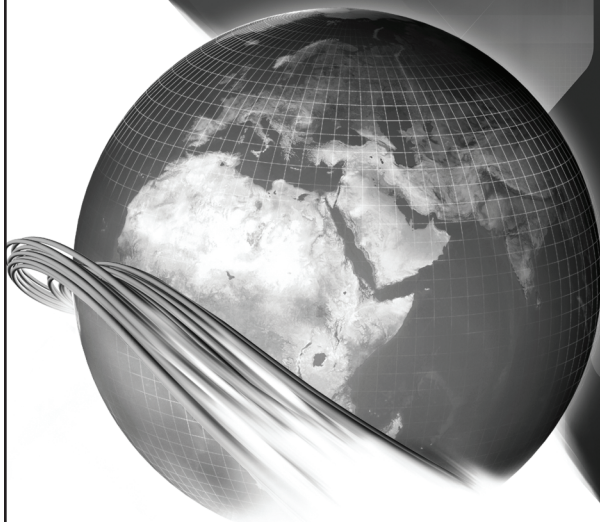
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A common theme that has emerged in the **Education and Training** column has been strategies and techniques that allow students to take a more active role in the learning process. In these columns, the traditional lecture is eschewed in favor of increased student participation and experiential learning. This past spring I attended a seminar on improving undergraduate teaching where I was exposed to similar ideas. I was struck by the fact that the presenters in the seminar only used lectures, treating the faculty participants as passive instead of active learners. When I pointed this out to the presenters, they responded that they lectured because they needed to cover so much material in a short time. What I took away most from the seminar is that it is indeed difficult to give up our lectures!

In this issue **Kerrie Baker**, Kim Spiezio, and Kathleen Boland discuss a large scale intervention known as the "Participating in a Democracy Project" that was designed to increase student engagement in the learning process. What makes their approach unique is that beyond the typical classroom strategies for increasing student engagement, the intervention is based on the assumption that civic responsibility is an avenue through which to counter student passivity and apathy. This service-learning strategy is designed to allow students to consider their responsibilities in society and to acquire skills that serve them throughout their lives.

Student Engagement: Transference of Attitudes and Skills to the Workplace, Profession, and Community

Kerrie Q. Baker, Kim Edward Spiezio, and Kathleen Boland
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Virtually anyone who has taught at the college level has encountered the frustrating passivity of many students. If students approach their education so passively, it is no wonder that passivity would extend to the workplace and public life. If we, as educators, want to produce students who intervene in the world to transform it, we must first transform ourselves and the classroom. Such transformation has been proposed in higher education settings via active learning, that is, educating students to be more fully engaged in the classroom. Engagement may be manifested in many ways, including the empowerment realized through minimal power differentials between students and faculty, and the realization on the part of students that they are equal contributors in their education. To promote student engagement, a team of educators designed

a research program to examine whether engagement in the classroom, wherein students take active responsibility for their own learning, would be followed by more active engagement in civil and political issues in the community.

As I-O psychologists, we purport that what we teach and execute in our profession will make a significant difference in the workplace and community. In order to be successful, we tell new I-O psychologists to immerse themselves in the workplace, get to really know the client, and understand their values and needs before recommending and implementing a solution. This type of engagement in our profession does not come easily to some individuals. It seems particularly difficult to become actively involved with a client when making the transition from graduate school to the workplace. For example, designing a selection tool from archival job analysis data (presented on paper as a case study during class) does not require the execution of competencies in real time such as the creative solicitation of complete information from a diverse set of incumbents, the persistence to merge manager and incumbent comments in a politically correct format, and the patience and sensitivity to handle anxious incumbents who are fearful of losing their jobs during the data collection process. These competencies and skills can only be acquired through active engagement and experience. Although one could argue that engagement and hands-on experience will foster better performance in almost all occupations, it seems particularly important for those who are preparing and training for an I-O psychology career.

The following is a summary of a project designed to promote greater engagement among college students. The results will enforce the importance of active learning and accompanying pedagogical techniques for developing engaged individuals. The results demonstrate that if we want to educate and train individuals to effectively practice I-O psychology, we should examine the manner of instruction in addition to the curriculum at the undergraduate and graduate level. If they are trained in a passive manner, we cannot expect them to be vocal champions and successful practitioners of the field. However, if we educate and train new I-O psychologists to become actively engaged in the workplace and the profession at an early point in their career, the visibility and benefits of I-O psychology may be realized.

Background

Over the last 3 years, Cedar Crest College in Allentown, Pennsylvania has played the lead role in a nationwide initiative called the Participating in Democracy Project. The centerpiece of this project has been the development of an educational framework (herein referred to as the Democratic Academy) that will serve to engage students in the classroom, their local communities, and the political process itself.

In 2002–2003, the instructional techniques comprising the Democratic Academy were field tested at four colleges and universities in the United States.

Altogether, faculty members, representing 15 academic disciplines, incorporated pedagogies of engagement into 39 courses as part of an evaluation study involving over 1,200 students. The results of the study provide compelling empirical evidence in support of the key theoretical claims underlying the Democratic Academy. That is, when the faculty employs pedagogical strategies and instructional techniques expressly dedicated to the promotion of civic engagement, they can have a significant effect on the value that students attach to the concept of engaged citizenship. The evidence suggests that educators can make a decisive contribution to the fight against student apathy and cynicism if they are willing to embrace curricular and institutional approaches that routinely and regularly emphasize the significance of civic engagement.

The Democratic Academy

The Participating in Democracy Project has approached the problem of student disengagement from an institutional perspective, which has broad implications for the workplace. Hence, we argue that an individual's beliefs, perceptions, and actions are deeply affected by the institutional environments within which that individual lives, works, and learns. This further suggests that if educational institutions are to promote greater civic engagement among students they must consciously and actively embrace the principles and practices of engaged citizenship. To that end, appropriate pedagogical strategies were identified in the literature. To promote community and political engagement, the project drew heavily on the well-established pedagogy of service learning. This technique emphasizes the value of off-campus placements, coupled with class-based opportunities for reflection and discussion, as a tool for nurturing a sense of engaged citizenship among students. Within the context of the Democratic Academy, service learning was used to promote two distinct types of engagement.

For faculty emphasizing community engagement, service learning was used to place students in the voluntary (i.e., nonprofit) sector of local communities wherein they have an opportunity to develop their moral voice and a sense of community. From the standpoint of engaged citizenship, such placements are designed to help students acquire a sense of personal responsibility for the well-being of their local communities and to affirm the importance of public service as a basic responsibility of citizens.

For faculty emphasizing political engagement, service learning is used to place students with politically active groups, organizations, and institutions wherein they have an opportunity to learn about the techniques that citizens can use to reconcile contending normative values and diverse interests within the context of a democratic process operating under the constraints of limited public resources. From the standpoint of engaged citizenship, such placements are designed to help students appreciate the intrinsic importance of

political engagement and to promote the acquisition of skills that are essential to the art of political participation.

In addition, the Democratic Academy incorporated instructional techniques designed to promote student engagement in the classroom by redefining the relations of power and authority that have traditionally characterized the classroom as a social and political system, much like a corporate structure. Students are provided with opportunities to participate collectively in decision-making processes relating to course administration, including syllabi construction, assessment procedures, and the specification of classroom protocols. Classroom engagement techniques are designed to help students take personal responsibility for their learning, appreciate the value of participating in the life of a community, and develop a sense of confidence, efficacy, and empowerment. In short, classroom engagement serves as a type of apprenticeship for student engagement in other venues, including their local communities and the political process itself.

Despite differences in application, the pedagogies of engagement comprising the Democratic Academy are designed to produce a common set of student learning outcomes. These objectives have been derived from the literature on civic education that suggests that engaged citizenship is a function of a mutually reinforcing set of attitudes and skills. The discrete elements comprising the categories can be summarized as follows:

Civic Attitudes	**Civic Skills**
Critical Self-Reflection	Problem Recognition
Open-Mindedness	Analysis and Assessment
Honesty and Integrity	Communication
Respect and Tolerance	Leadership
Empathy and Compassion	Conflict Management
Personal Responsibility	Consensus Building
Commitment to Act	Goal Achievement

Research Methodology

Overall, 1,243 undergraduates participated in the study. Of these, 524 students were enrolled in Democratic Academy courses. A quasi-experimental research design was employed to contrast the civic attitudes and skills of Democratic Academy students with the attitudes and skills of undergraduates who were not enrolled in such classes. Comparisons were drawn on the basis of student responses to a Civic Aptitudes Survey that consisted of closed-ended questions designed to measure student attitudes about (a) the value they attach to civic engagement and (b) the confidence they have in regard to the social and analytical skills that facilitate engaged citizenship. More specifically, the survey posed several questions designed to capture the degree of connectedness that students felt toward their community as reflect-

ed in their attitudes toward other members of the community and the sense of personal responsibility they felt for the well-being of the community. In regard to civic skills, the survey was designed to measure the sense of efficacy that students had in regard to their ability to serve effectively as agents of social and political change. Surveys were administered during the first and last weeks of classes in both Democratic Academy courses and in those courses that served as the control group for the study.

Civic Attitudes

Students in a Democratic Academy course were expected to express a greater appreciation for the value and significance of engaged citizenship than students who were not enrolled in such courses. The findings indicated statistically significant differences between the civic attitudes of Democratic Academy students and their peers from the very outset of the semester. In essence, students enrolled in Democratic Academy courses appeared to have already drawn a tentative connection among the existence of social problems, the welfare of their community, and the importance of keeping abreast of public affairs. Hence, prior to taking the class, Democratic Academy students tended to attach more significance to civic engagement than their counterparts in the control group courses.

This finding is surprising because numerous researchers have reported that today's 18- to 24-year olds are perhaps the most disengaged generation in American history. Hence, it is not intuitively obvious as to why significant differences were found between Democratic Academy and control group courses. This outcome cannot be attributed to self-selection on the part of students. Students were not informed that they had enrolled in a Democratic Academy course until the first day of classes. Although it is possible that some students may have opted not to participate in Democratic Academy courses upon learning of their distinctive nature, faculty participating in the evaluation study did not mention this as an issue during focus group interviews conducted at the conclusion of both semesters. It also is possible that the substantive nature and content of the Democratic Academy courses themselves tended to attract students who were already favorably predisposed to engaged citizenship. Given the diverse assortment of courses featured in the study, however, it is not clear what underlying thematic connection might have been responsible for this outcome.

In any event, differences in civic attitudes between Democratic Academy and control group students did become somewhat more pronounced by the end of a semester. It is particularly interesting to note the difference between the groups in regard to the question of whether students, as individuals, can have an impact on the problems confronting their community. Whereas there was no change in the response of control group students to this question, Democratic Academy students expressed a modest increase in the value they attached to civic engagement. In principle, this outcome is consistent with the

claim that pedagogies of engagement can help to nurture a sense of personal responsibility on the part of students that may serve as a prelude to action.

The Civic Aptitudes Survey also attempted to assess civic attitudes by asking students to rate themselves in terms of their ability to relate to and interact with other members of the community. At the beginning of the semester, there were few significant differences between Democratic Academy and control group courses. By the end of the semester, however, students enrolled in Democratic Academy courses were exhibiting statistically significant differences in each of the items comprising this portion of the survey. The most conspicuous and noteworthy differences occurred in regard to a student's ability to empathize and work with others. Over the course of the semester, Democratic Academy students appear to have moved beyond simply "tolerating" differences and into the realm of a more authentic form of civic engagement.

Civic Skills

It was also hypothesized that students who complete a Democratic Academy course would express a greater sense of efficacy in regard to civic skills than students who did not complete such a course. In assessing this outcome, the Civic Aptitudes Survey asked students to rate themselves in terms of two distinct skill sets emphasized in the literature on civic education: critical thinking and leadership.

At the beginning of the semester there was only one statistically significant difference between the two groups of students. By the end of the semester, however, students enrolled in Democratic Academy courses were exhibiting statistically significant differences in regard to each of the six items comprising this portion of the survey. In short, the pedagogies of engagement utilized in Democratic Academy courses appeared to have both an immediate and a significant effect on these student learning outcomes.

Summary and Conclusion

The assessment results presented in this study provide empirical evidence in support of the key theoretical claim underlying the Participating in Democracy Project. When faculty employ pedagogical strategies expressly dedicated to the promotion of civic engagement, they can have a significant effect on the value that students attach to the concept of engaged citizenship. Put differently, the analysis suggests that educators can make a decisive contribution to the fight against student apathy if they are willing to embrace curricular and institutional approaches that routinely and regularly emphasize the significance of civic engagement.

The study has demonstrated that the pedagogies of engagement comprising the Democratic Academy are associated with measurable and statistically significant changes in student learning outcomes relevant to the practice of

engaged citizenship. Taken as a whole, the major findings of the study suggest that pedagogies of engagement can:

- Increase the value and significance that students attach to the principle of civic engagement.
- Enhance the sense of confidence that students express in regard to their ability to serve as agents of social and political change.
- Change the way that students relate to, and interact with, other members of the community.
- Increase the degree of confidence that students express in regard to their critical thinking skills.
- Enhance the sense of efficacy that students express in regard to their ability to serve as leaders.

These findings have critical importance to the I-O psychologist as the foundations laid in the undergraduate, as well as graduate, experience will have ramifications for the I-O professional. More specifically, the partnership between educators and I-O psychologists may be an area for future research to understand which pedagogical techniques are most effective for transition outside of the classroom to the workplace. If new I-O psychologists are engaged throughout their training, then we can expect they will become more engaged in civic and political issues in their own workplaces, in professional organizations like SIOP, and in their communities and, in turn, serve as models for others to do the same.

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An Officer and a Psychologist

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We're all too familiar with the issues the U.S. military and its soldiers are currently facing. The news has covered everything from the Abu Ghraib prison abuse to how our soldiers are coping with being away from home for such long periods of time. Questions arise as to how military leadership can be improved, ways we might better prepare soldiers for deployments, and what we can do to facilitate their transition back to civilian life. Clearly many of these questions relate to the type of work I-O psychologists perform, and the military employs psychologists to answer just these types of questions. But, being a psychologist in the military is not your run-of-the-mill career path. In fact, very few folks go into this type of work. Given that our military has been the focus of so much attention lately, it would be worthwhile to examine those among us who do this kind of research in the military to understand this career path and what benefits or disadvantages it may entail.

To learn about this unique career path, I spoke with four psychologists who currently work or have worked on I-O related issues as officers in the military: **Paul Bliese, Tom Britt, Michael Grojean,** and Darren Ritzer. Given that each of these individuals came about being military psychologists in very different ways, it's interesting to review how each of them came to be in the military and where they are now.

Paul, Tom, and Darren were in the Medical Service Corps and worked at the Walter Reed Army Institute of Research (WRAIR), which is part of the U.S. Army Medical Research and Material Command. Paul never considered joining the military until after he completed graduate school. In conducting his job search, he ran across some researchers at the WRAIR and joined because he thought the work would be interesting and allow him the opportunity to conduct research and publish. When individuals join the Medical Service Corps, direct commissionees do not enter as typical recruits in the sense of going to boot camp. Rather, there is a 6- to 7-week officer basic course that teaches the fundamentals of being a Medical Service Corp officer. Thus, after the relatively short officer basic course, Paul immediately began working as a researcher. Paul notes that he initially only planned on staying with the Army for 3 years, but 12 years later he's still with them. Paul is currently a major in the Army and is commanding the U.S. Army Medical

Research Unit–Europe, which is a special foreign activity of the WRAIR. The research unit is located in Heidelberg, Germany.

Tom Britt was awarded an ROTC scholarship in college. After he graduated, he "owed" the Army 4 years. However, he took an education delay to go to graduate school and get a degree in social psychology. After graduating, he was assigned to WRAIR in Washington DC and was later stationed at the research unit in Heidelberg, Germany. While in DC, Tom adjuncted at George Mason University and is now a civilian and tenured associate professor in Clemson University's I-O psychology program.

Darren Ritzer got involved in the army through ROTC, which he used to pay for his undergraduate education. Like Tom, he also owed the Army 4 years of active duty after college and was originally assigned as a military police officer. He then got an educational delay to go to graduate school for his PhD. The Army gave him 5 years to get his degree, and then he went back to fulfill his obligation. When he returned he found he was a Medical Service Corps officer working at Walter Reed. While serving, Darren adjuncted at George Mason University. Before leaving the military he achieved the rank of major. When he decided to become a civilian he took a tenure-track position at Winthrop University in the psychology department.

Unlike Darren, Tom, and Paul, Mike was not affiliated with WRAIR during his military career. Mike is a former U.S. Army Major with 23 years of active service in the military. His father was in the armed forces and therefore it was natural he join after high school. While serving, he took college courses on the weekends and got a BS in human resources management. He was then selected to teach at West Point, which meant he was given 2 years to obtain a master's degree in one of the top five I-O programs in the country. Given his interest in leadership, he chose the University of Maryland. In just 2 years he was ABD and finished his dissertation while teaching at West Point. He's now the director of the Aston Centre for Leadership Excellence in the business school at Aston University in the UK. *The Guardian* recently wrote a story about Mike. If you'd like to learn more about how he got involved with the military and what he's doing now, just go the following Web site: http://education.guardian.co.uk/egweekly/story/0,,1223488,00.html.

As Mike notes, the big difference between those working at WRAIR and those who go through his track (advanced civil schooling or ACS) is that those at WRAIR are a part of the Medical Service Corps of the Army and typically get their PhDs before entering service or shortly thereafter. Those going through ACS typically have served 5 to 7 years in a function branch (e.g., infantry, armor, etc.) and then are selected based on merit to attend graduate school to ultimately teach in the Department of Behavioral Science and Leadership at West Point.

The funny thing is that three out of the four I spoke with had no idea they would end up a researcher when they joined the military. It was just some-

thing that happened. In fact, neither Tom nor Darren realized they were to be working under the Medical Service Corps when they graduated. But all agree the journey worked out well for them, and they gained considerable experience that prepared them for their civilian lives. They were also able to contribute to the military in a unique way.

Nature of the Job

There are not many research psychologists in the Medical Service Corps of the Army. In fact, there are only about 30, so it is a rather unique position to be in! What's it like being an officer and a psychologist, you ask? It is very different from civilian life. I think Darren put it best when he noted the big difference is that, unlike a civilian organization, the Army really "owns" you. There are physical standards, behavioral standards, and more restrictions than you find in the real world. Officers have to pass a physical fitness test twice a year. There can be a fair amount of travel and the Army can essentially send them anywhere they want (though most research psychologists end up at either WRAIR in DC or in Heidelberg, Germany).

On the other hand, this particular type of job is perfect for someone who enjoys conducting applied research. Those working under the Medical Service Corps are encouraged to conduct research and to publish their work. In fact, in some ways it's like having a well-paid post-doc—no teaching is required, only research. The problems research psychologists focus on are applied. However, with only 30 research psychologists, the implementation of research-based solutions is generally coordinated through other Army organizations. Although research psychologists in the military are not generally the ones doing the broad-scale application of what they learn from their research, Tom notes they do make the results of their research available to commanders and others who implement findings. That's where the applied value of the research comes in.

For someone like Mike who was at West Point, he certainly was required to teach but was also given a large research staff. So, again he was able to get a good deal of research conducted and in fact that was a part of his job.

It should be noted that to be a research psychologist in the military, you must have a PhD. Those with master's degrees could be assigned anywhere in the Army and would only end up in a research position by chance.

With all of this research being conducted, what are they actually studying? As Darren notes, because WRAIR is a part of the Medical Research and Material Command most of the research they do focuses on health. Broadly speaking, Paul notes that research psychologists work in one of three areas. The first is in the applied behavioral science area focusing on social and organizational issues that impact health such as occupational stress, combat/deployment stress, leadership, unit cohesion, and individual risk factors such as adaptability and resilience. A large focus of this work is to develop and test interven-

tions to improve soldier health and performance. For example, Tom was involved with a longitudinal study of U.S. peacekeepers who deployed to Bosnia. The goals were to establish baseline values of work attitudes, motivation, and psychological/physical health prior to deployment, in order to assess changes in these variables during deployment and then following deployment. He also examined the types of experiences during deployment that were related to thriving after deployment. The second area where research psychologists work is in physiological psychology. In this area, research psychologists work to develop new ways to protect soldiers from neurological injury in addition to examining the neuropsychological and behavioral effects of various chemical agents. The third key area where research psychologists work is in the area of sleep and performance. This work involves modeling the effects of sleep restriction and sleep deprivation on cognitive performance, and developing and testing new ways to maintain performance and manage sleep regiments. Further, because Mike was selected to teach leadership and behavioral science, most of his work focused on leadership development.

Pros and Cons of an Officer's Life

Like any career path, there are pros and cons to the life of a military psychologist. First, in terms of disadvantages or cons, there is the issue of the military "owning" you. This can be problematic if you don't like being told what to do or are very much attached to your autonomy. As with any organization, however, there is some degree of negotiation between the needs and interests of the individual and the needs of the organization, so individuals certainly do maintain some degree of autonomy. After one's initial 3- or 4-year obligation, for instance, one is generally free to leave the military at any time. Second, moving and traveling frequently can be a problem as well. Although there have historically been fewer moves for individuals in the Medical Service Corps than for individuals in other areas of the Army, traveling both nationally and internationally can occur. For instance, Darren traveled to Bosnia (three times), the Middle East, Germany, Italy, and all over the U.S. He was away from home for up to 7 months at a time! This amount of travel can be tough, specially for those who have families and those trying to develop a research program. On the other hand, depending on where you are in your life and career, the travel may be a desirable characteristic of the job. It can serve as an opportunity to learn new things and face new challenges. Third, the military is an organization based on rank progression, so it is possible to have one's military career ended by an inability to achieve a certain rank. During times of downsizing this has occasionally happened to research psychologists.

Working in the military as a psychologist also has its advantages. First, those in the Walter Reed group are specifically paid to do research. As Tom notes, research must have direct implications for the military and fit with existing research programs; nonetheless, there has traditionally been enough flexi-

bility in the system to accommodate researchers' interests. Second, this can be an interesting and challenging career path. One must learn and adapt to an entirely new culture and address important and challenging problems that are often specific to the military. Third, one unique reward associated with a military career is the expectation that one will have a second career after military retirement (which can occur after 20 years of service). The pension one gets after retirement (for 20 years of service) is generally not enough to quit working, but it does allow for flexibility in second career choices. Finally, there's also the sheer satisfaction you get from knowing the work you're doing is benefiting your government and the soldiers who serve the U.S. military.

In addition to the pros and cons of a military life, I wanted to find out if psychologists in the military face any conflict between their roles as psychologists and their roles as officers. Paul notes that one's professional Army identity is tied to one's rank, so it's as if you have two lives—one's standing in the professional community of I-O psychologists and one in the Army defined to a large degree by rank. Although military research psychologists are required to conduct research and publish (which would certainly benefit them professionally), such efforts may not be linked to promotions. Further, as one gets promoted in the Army there is less time for research. Leadership and administrative roles can begin to take precedence as one moves from conducting research to directing research programs. Paul notes another potential source of conflict research psychologists may encounter is the need to balance applied and basic research demands. Officers are expected to serve as consultants to the Army but also to contribute to the scientific literature by publishing. As many I-O psychologists have experienced, it can be difficult to balance these roles well.

Transition to Civilian Life

I also wanted to find out how difficult it may be to transition to civilian life after a tour with the military. I went into this thinking it might be tough, given the unique demands and environment of the military. However, those I spoke with who are currently civilians had a very easy transition to civilian life. Not surprising, given that their jobs were primarily academic, all three of them went into academia. For instance, Mike decided he wanted to pursue an academic career in Europe. Within a few months he had an academic position with a 5-year contract! Both Tom and Darren are now professors. It seems that because psychologists are encouraged to conduct research and publish, this makes a former officer very marketable for academic positions.

Military or Civilian?

Is a military career for you? If you don't mind traveling, are not anti-authority, are willing to give up some degree of autonomy, and would like to

do a ton of research, you may want to consider joining the Army after you obtain your PhD. Those who join have a 3-year commitment. You could enter with the mindset that it is a well-paid post-doc and if you find the military lifestyle isn't for you, you could always end your commitment in 3 years. However, perhaps you'll find a good fit and be off to an exciting career with the military!

If military life really isn't for you but you find the environment fascinating to study or just want to help the military in some way, there are plenty of ways civilian folks can contribute. For instance, even as a civilian, Mike is still committed to helping the military. He has plans to go to Iraq to conduct a leadership study of junior officers serving in the Army. He hopes to begin the study when a new battalion begins its tour of duty in March. The goal is to examine how leaders pay attention to, measure, and control events, how they react to crises, reward and punish, and recruit. He is conducting this research in conjunction with the WRAIR group in Europe.

You don't have to go to Iraq to do this kind of research. You can help on the home front as well. For instance, Tom continues to care about the health and well-being of service members and has had a contract with the WRAIR for the past 3 years to study psychological issues facing soldiers on different types of military operations. He was the lead editor on a recently published volume applying psychological principles to military peacekeepers (*The Psychology of the Peacekeeper: Lessons From the Field*) and is currently an editor on a soon-to-be published four-volume series on military psychology.

Further, several research organizations cater to the military and the military always submits RFPs for research that would help the armed forces. So if you're committed to helping the military or you just find this type of research fascinating, but don't have the stomach for military life, you don't even need to leave home to get involved.

Miguel A. Quiñones
University of Arizona and Chair of CEMA

Marina Field
Columbia Teachers College Doctoral Candidate

The first installment of this column in the most recent issue of *TIP* outlined a number of goals and aspirations for CEMA in the coming 2 years. In this issue, we will focus on the topic of minority graduate student representation at SIOP. The largest increase in ethnic minority representation at SIOP is among students, and their continued involvement in the Society is critical to the future success of our Society. A recent *TIP* article by Thomas and Clark (2003) outlines a number of barriers to inclusion within I-O graduate pro-grams and SIOP—identified by a number of ethnic minority graduate students. These include the following:

- Lack of knowledge about I-O resulting in them learning about the field late in their undergraduate career
- Lack of appreciation for diversity among doctoral programs
- Lack of appreciation for research on diversity issues
- Lack of ethnic minority faculty
- Reluctance to be a token

Clearly, these barriers are interrelated. For instance, lack of knowledge about I-O results in fewer minority students entering the field, which leads to fewer minority faculty to mentor the next generation of students. The problem is a classic vicious cycle with no simple solutions. I-O programs must work harder to increase diversity in student and faculty ranks. It appears that at least we are headed in the right direction because we are writing this column to discuss ways of reaching out to the increasing numbers of minority graduate students entering the field.

When most minority students are the only ones in their program, they have nobody with whom to discuss these issues. In fact, Thomas and Clark (2003) report that one of the most important reasons for attending SIOP cited by minority students was the opportunity to meet and network with students from other programs. However, substantial relationships are difficult to build through a once-a-year meeting. The conference can be a much more rewarding experience if students are able to have meaningful discussions throughout the year.

We feel that fostering this type of exchange is the primary purpose of CEMA. The committee already tries to accomplish this goal through the

annual business meeting and reception at SIOP. These events are very important and will continue in the years ahead. However, as a first step, we would like to revive the CEMA electronic mailing list so students can have a mechanism for discussing the general topic of diversity at SIOP and begin to identify solutions. We also hope that this communication will lead to the identification of a group of committed student leaders that can help chart a path for a CEMA student organization.

We encourage all students of minority background to visit the CEMA Web page (http://www.siop.org/comm/cema.htm) and follow the instructions for subscribing to the CEMA electronic mailing list. Although the mailing list has been up and running for several years, it is currently not being used to its full potential.

So what types of discussions are we hoping will take place in the mailing list? First, we would like the mailing list to function as a place to meet other students who are ethnic minorities. Common experiences can be shared and bonds based on mutual interests can be made. Furthermore, the list can be used to share research and/or internship opportunities. Most importantly, we can begin a discussion on creating the right model for SIOP to become a more inclusive society. Those having experience with efforts such as the PhD Project can share their thoughts and ideas on which features of that effort can be duplicated within SIOP and which ones would need to be adapted. Perhaps research ideas can be discussed and collaborations can be formed.

We know that this is not a novel idea, but we hope that those reading this article will heed our call and begin to discuss this very important issue. We think SIOP should be a model for other societies to follow. However, we need to open up some new channels of communication and empower those who have creative solutions to a very complex issue. So, let's meet on the Internet!

Frank J. Landy
SHL North America

I have been editing this column for 2 years now, and I continue to be fascinated by how my colleagues got to be my colleagues. Everyone has a story and every story is different. The variance is much more interesting than the mean. This issue's column includes underwear, confidence, and deer hunting. Go ahead and try to connect those dots—or maybe you had better not do that. My fondest desire, however, is to get submissions from junior colleagues. I DEFINITELY don't want you to average the age of the contributors of the columns to date—it will scare you. Although the NUMBER of experiences as a professional is correlated with age, the QUALITY of experiences is not. So I urge my junior colleagues to lower the average age of the contributors to the column and share your formative experiences with your fellow I-O psychologists.

A "Brief" Confession

Scott Highhouse
Bowling Green State University

An incident that stands out in my mind as particularly influential, with respect to my eventual career as a psychologist, happened when I was still an adolescent searching for some career direction. It was 1980, and I was in the 10th grade. My father was a manager of a small manufacturing facility on the west side of Cleveland. This was at the tail end of the touchy-feely era of management development when companies were having their managers trained in transactional analysis ("I'm OK, You're OK") or some alternative whim. I remember my father telling me about a fascinating psychological consultant who was teaching him new ideas about managing people and forecasting future talent among the workforce. I wasn't much interested in the gray-flannel career my father had chosen, but I was mesmerized by the fact that companies actually paid consultants to come in and analyze everybody. I especially recall one story in which a consultant was brought in to do psychological assessments of candidates for an upper-level management position. My father told me how the psychologist was able to exact from one candidate that he insists on having his wife iron his underwear and hang his shirts exactly one inch apart in the closet! He also told me of a one-page test the consultant used that involved having the candidate write a paragraph about a stick-figure climbing a rope that appeared at the top of the page. How cool is this? I had discovered a career where you dig into people's brains, ferret

out their deepest and darkest secrets, and use this information to forecast management success. This was the career for me.

Some years later, I was in my 2nd year of community college discussing with the college counselor my plans for the future. I told her of my interest in learning how to become a psychological seer in industry. I wondered where one trains for such things. Wisely (for once), I did not repeat the underwear story. Although she was not immediately familiar with the particular career path I described, she did hear that the University of Akron had a good reputation in the field of industrial psychology. That seemed close enough, so I enrolled the following semester. Filled with anticipation, I signed up for my first I-O psychology course. I was going to finally learn how to uncover the dark side of applicant personalities, intervene (at just the critical moment) in interpersonal conflicts, facilitate meetings to develop team harmony, and share my wisdom before adoring crowds of management executives. I was a little disappointed when the 50-minute periods consisted of lectures on mechanical comprehension tests, content validity, and linking-pin theories, but I was ready to pay my dues. It was distressing, therefore, when my first exam came back with a C- grade. I informed my instructor of my intention to pursue a lifetime career in this field. He suggested I reconsider.

Things turned around for me at Akron, and I eventually got involved in research with the I-O faculty there—resulting in an actual publication. From Akron, I parlayed my unexceptional GREs into an offer for admittance into the doctoral program at University of Missouri-St. Louis (UMSL). Thankfully, the admission committee overlooked my stated desire to pursue a career in organizational change and development (and I again suppressed my desire to tell the underwear story) because I became exposed to a slew of topics that I never imagined that I might find interesting. The mix of faculty from psychology and business provided me with a balance of basic psychological theory and very practical HRM. The resulting juxtaposition of research interests in traditional "I" topics, along with basic behavioral decision theory has proved very useful in developing a research niche in I-O psychology.

This brings me back to the beginning of the story. It has been more than a decade now since I began my academic research career. Although I had gone on to develop a reputation in the field for doing theoretically based research on organizational decision making, I never lost my fascination with the softer-side topics. Sure, I learned that I had little interest in being an OD consultant (my 2 years in the OD department at Anheuser Busch changed my mind about that), but I always felt that some of those OD practices that fascinated me in my youth had not been thoroughly investigated in a scholarly way. In recent years, I have spent some of my spare time researching the origin of some of the consulting practices that my father described. For instance, I studied the roots of the clinical or holistic approach to selection, resulting in a paper published in *Personnel Psychology* in 2002. I also dug into the his-

tory of the group dynamics movement in industry to understand where some of the management development fads originated. This resulted in a paper in *Group Dynamics* in 2002 on the t-group and a forthcoming chapter on the history of organizational psychology in practice. I guess the point for me in all of this is that there was a way to use my evolved interest in scholarly research to revisit some of the topics that drew me to this field in the first place. I am considering future research on the incidence of underwear ironing among executives in industry. You can take the kid out of the underwear, but you can't take the underwear out of the kid. In all seriousness, I think there is value in pursuing research on the very topics that dragged you into the field in the first place, no matter how strange they may seem.

On-the-Job Training: A Post-Hoc Evaluation

Kurt Kraiger
University of Tulsa

I was in graduate school at The Ohio State University from 1979 to 1983. When I arrived there, **Milt Hakel** was the senior, best-known faculty member. Milt was kind enough to take over as my advisor on my thesis when my first advisor left the university. Milt also had two significant influences on my early career. First, I was aware that he had built his scholarly reputation by (at the time) being one of the few I-O psychologists doing systematic research in the area of employment interviews. One of my goals leaving graduate school was to find another area of research "with room on the green." Second, Milt taught a class on training and development, a topic I found, *by far*, to be the least interesting I encountered while in graduate school.

In my first few years out of graduate school, I was involved primarily in performance appraisal research—meta-analyses of race effects and work with the Air Force on the Job Performance Measurement Project. I had started several other high-risk areas of research that didn't pan out. I didn't particularly like performance appraisal research, but I enjoyed collaborating with my coauthors (e.g., **Kevin Ford** and **Mark Teachout**). However, I hadn't really found the underresearched topic I wanted to focus on.

In the summer of 1989, I took a summer faculty fellowship with the Navy in Orlando, working on what was then the Aircrew Coordination Training Project with **Eduardo Salas** and **Jan Cannon-Bowers**. My wife had just quit her job to go back to school to complete her science requirements for veterinary school, and this was a stressful time for her. Ed likes to joke that I spent my entire summer stipend flying home for weekends.

The research group I was visiting was beginning to transition from the study of team performance to the development of team training methods. Because the group had both an applied and scientific focus, their plan included conducting evaluation research on potential training methods. Eduardo

asked me to think about issues related to training evaluation. I didn't know anything about training evaluation, but I assumed that it would include performance appraisal, and I knew something about that.

Within a few weeks, I had read everything I could find in and outside of I-O on training and training evaluation. There wasn't much to read and not much of it seemed theory based or research tested. My surprise at how sparse and atheoretical I found the evaluation literature led to the idea to develop a learning outcomes taxonomy, published 4 years later in the *Journal of Applied Psychology* with Kevin Ford and Eduardo Salas as coauthors.

Early on, I sat in on a team meeting with Ed, Jan, and a number of graduate students helping on the project. When the agenda moved to evaluation, Ed turned to me and asked, if I had to create an evaluation plan at that moment, what would it look like? I had not yet thought that specifically, but I knew the training they planned to do, I remembered everything I had read about evaluation, and, thinking out loud, I made some suggestions that probably included assessments at multiple points in time (in-training, post-training), of multiple constructs (knowledge, behavior, and performance), by multiple sources (revealing my performance appraisal bias). When I finished, Eduardo slapped the table and looked at the graduate students and told them that what I had just done was what he was looking for them to do—come to meetings with ideas, even without having done all the research or thinking through all possible ideas.

Although I didn't necessarily take pride in accomplishing what the graduate students could not, I took from this event the importance of having confidence in your ideas—even if they are not fully formed. I often tell our graduate students before their first internships that they will be surprised at how smart they really are. Sometimes graduate school seems to be more about what you don't know or need to learn, and students forget how much they really are learning. I tell them that they are very bright, and because they are smart and well-trained, the solutions they generate will help their clients and add value, even if it's not what they believe is the best approach given unlimited time to research and study a problem.

About 3 years later, I spent my first sabbatical working in a consulting firm based in Golden, Colorado. I went on a number of calls to potential clients seeking help in the area of training evaluation. Invariably, they were already doing some form of training evaluation and had read the same resources that I did but felt incapable of designing better evaluation methods. They thought there was some magic form, a magic method that they were missing in their research. Instead, the help they needed was a framework for thinking about their problems and help in decision making about the best way to solve it. They often had the knowledge they needed but not the confidence or a way to apply that knowledge. From this, I learned the value of not only having in-depth knowledge and the confidence to apply it but also a general

strategy for problem solving that can be applied to most of the ill-defined problems we face all the time.

The Wisdom of Donald Rumsfeld: Knowing What You Don't Know

Frank Landy
SHL

It is the fall of 1969. I have arrived at Penn State, a new PhD. I am teaching a stat course and an intro I-O course. Because I had some free time that summer, I had prepared all of my lectures for the I-O course so I was feeling pretty good. They were all written out down to the 4th level heading. It was a quarter system so I would deliver about 25 lectures. By the end of the 6th week, I had gone through all of my lectures—ALL OF MY LECTURES!!!! I discovered that I had very little to say that was not already in the book. My research in grad school had been very specific and pretty much all on the same topic. I had done no consulting and very little field research. I simply had no war stories to tell. I invited colleagues in to talk about their research and managed to make it through the semester.

It is the fall of 1971. I have been at Penn State for 2 years. My best friend and colleague is Don Trumbo. The guy knows everything and everyone in I-O. On top of that, he is the best friend anyone could ask for. He has taught me the art of deer hunting with a bow. We go out on beautiful fall afternoons into the mountains and sit and wait for the deer to come along. The deer sit and wait for us to leave. In the meantime, we often fall asleep sitting and wake up as the chill sets in after the sun has gone down. One day while we are sitting and waiting, I say "Let's write a book." Don looks at me vacantly and answers "OK, about what?" I say, "a text in I-O, what else?" He says, "But you don't know anything about I-O" smiles and goes back to watching for our super buck to appear. I ruminate and decide he is right. I don't. And dismiss it from my mind. Several months later we are at a party and he comes over and says "OK." I respond "OK, what?" He says "OK, let's write a book. I talked to Ellen (his wife) and she says 'OK, we can skip our summer vacation so you can work on it.' " I am terrified. I wasn't really serious—he is VERY serious. I gulp and say "OK." We write some sample chapters and send them out. His topic is human engineering and mine job satisfaction. The reviews come back. They love his, they hate mine. He has stories and applications—I don't. He writes with the confidence of someone who has thought about his topic a long time. I don't. Nevertheless, we get a contract and do the book. It takes 4 years to complete it. By then I have some stories and some theories. Don dies 2 years later and I do three more editions of the book. I use his chapters on training and human engineering for each of those editions. The last edition was in 1989, and his stuff was as good then as it had been 15 years earlier. God, that

guy was smart. He still appears in my dreams now and then. Usually, we are sitting and waiting for the deer to stroll by. They never do.

It is the fall of 1992. I have been teaching intro I-O for 24 years. I have conducted research in about a dozen different distinct areas, done consulting for about 100 companies, testified in 40 or so court cases. I come to class with a few notes scribbled on a scrap of paper and talk for an hour about job analysis and don't finish what I want to say. I continue talking about it next class — and into the third class. It is the second week of the semester and I am already two lectures behind in terms of topical coverage. It will get worse as the semester progresses. I wish the semester were 35 weeks long so I can say everything I want to say. I never run out of stories. The students ask if they are responsible for the stories for the mid-term exam. I have to stop telling stories. I run into a student at the market. He says "I really love your stories." Ugghh.

Sometimes you know too little, and sometimes you know too much. There must have been at least a week somewhere in the 23 years covered by these recollections where the balance was just right.

June 10th Congressional Briefing on Abu Ghraib

Heather O'Beirne Kelly
APA Science Policy

One of the goals of APA's Public Policy Office is to bring relevant psychological science to bear on issues of national concern. On Thursday, June 10, science policy staff organized an APA Congressional Briefing on Capitol Hill to educate a target audience of congressional staff and federal agency personnel about psychological research related to the recent incidents in the Abu Ghraib prison in Iraq. Two distinguished psychological scientists spoke at the briefing: social psychologist Steve Breckler, PhD (APA's Executive Director for Science) and I-O psychologist **Kevin Murphy,** PhD (head of the Department of Psychology at The Pennsylvania State University).

Steve Breckler discusses relevant psychological research on individual and group behavior.

In his talk, "How can the Science of Human Behavior Help us Understand Abu Ghraib?", Breckler gave an overview of the social psychological principles relevant to the prisoner abuse situation. Drawing on decades of research on the power of the situation to influence and shape behavior and on the stability of individual personalities, Breckler discussed the relevance of findings on social conformity, compliance, obedience to authority, individual differences, and factors that mitigate responses to social influence.

Murphy's presentation, "How can Psychological Research in Military Contexts Help Us Prevent Another Abu Ghraib?", highlighted the study of organizations, and the military in particular. Murphy focused on how our knowledge about organizational climate and cultural factors, end-accountability, collective corruption, leadership, training, and whistle-blowing can be effectively transferred into military contexts to impact prevention of further incidents and intervention following such events.

Kevin Murphy discusses relationships between organizational factors and individual behavior.

The briefing drew a large crowd, even in the midst of an unusual week in Washington during which former President Reagan lay in state in the U.S. Capitol. Rep. Ted Strickland, a psychologist in the U.S. House of Representatives and a former consultant to a correctional facility, planned to make remarks at the APA briefing but was unable to attend due to changes in the congressional schedule. More information can be found at http://www.apa.org/ppo/issues/abughraibbrief04.html.

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EEOC and OFCCP Guidance on Defining a Job Applicant in the Internet Age: SIOP's Response

Doug Reynolds, Chair
Professional Practice Committee

In March of 2004, both the OFCCP and the EEOC (in conjunction with the Office of Personnel Management and the Departments of Labor and Justice) released separate draft guidance documents pertaining to how employers should define what a "job applicant" is when the recruiting and hiring process is managed through electronic media. Comments were invited from the public on each of these documents.

SIOP quickly assembled an ad hoc committee to review and comment upon the government's proposals. Members of the ad hoc committee were chosen from industry, consulting, and academic arenas and included **Jennifer Burnett, Michael Campion, Monica Hemingway, Michelle Jayne, Nathan Mondragon, Mort McPhail, Paul Sackett**, and **Evan Sinar**. Doug Reynolds served as chair of the group and integrator/editor of the comments (and he very much appreciated all of the insightful input and timely reviews provided by the committee members!). Two sets of comments were provided to the issuing agencies in May of 2004 with **Fritz Drasgow**'s signature.

The substance of each of SIOP's responses is provided below, with minor editing to reduce redundancy between them. Each is preceded by an abbreviated summary of the agency's proposed guidance. It is recommended that interested readers download the full text of each document from the issuing agency's Web site at the URLs provided.

Additional Questions and Answers From the EEOC

EEOC, serving as the lead agency in an interagency task force, released their guidance in the form of Additional Questions and Answers (Qs & As) to the Uniform Guidelines on Employee Selection Procedures (UGESP). Specifically, the document proposes new Qs & As (numbers 94–98) to follow the existing 93 that had been previously issued. The purpose of the document is to provide guidance on how to interpret the Uniform Guidelines as they relate to the Internet and related technologies. A highly abbreviated summary of their guidance is provided below, and the full text is available at http://edocket.access.gpo.gov/2004/04-4090.htm.

Q94: Do federal employment nondiscrimination laws apply to employers and other UGESP-covered entities when they use the Internet and related electronic data processing technologies for recruitment and selection? Answer: Yes.

Q95: Is Internet recruitment, like traditional recruitment, exempt from UGESP requirements? Answer: Yes.

Q96: For recordkeeping purposes, what is meant by the term "applicant" in the context of the Internet and related electronic data processing technologies? Answer: In order for an individual to be an applicant in the context of the Internet and related electronic data processing technologies, the following must have occurred:

  (1) The employer has acted to fill a particular position;

  (2) The individual has followed the employer's standard procedures for submitting applications; and

  (3) The individual has indicated an interest in the particular position.

Q97: Are all the search criteria that employers use subject to disparate impact analysis? Answer: Yes.

Q98: Are employment tests, including those administered online, subject to UGESP? Answer: Yes.

The document provides substantial elaboration on each of the answers to these questions and includes three examples for how individuals within a database may or may not be classified as applicants depending upon the structure of the employer's recruiting and hiring process. In "Example A," a recruiter identifies recruits by searching a database for individuals interested in a particular location (they are not applicants). In "Example B," recruits complete a detailed questionnaire about a specific job on an employer's Web site (they are applicants). In "Example C," recruits complete a general questionnaire that is later searched for people with a specific qualification; these individuals are then asked about their interest for a specific position (only the interested recruits are applicants but the search criteria are subject to disparate impact analysis).

In addition, the document provides an estimate of the recordkeeping burden on employers due to the clarifications provided by the new Qs & As. It is concluded that this burden is reduced due to increased computerization of records and the added clarity provided by the new guidance.

SIOP's Comments:[1]

The UGESP agencies [collectively the EEOC, OFCCP, OPM, and DOJ] are commended for recognizing and addressing the impact that the Internet and related electronic technologies have had on the practice of employment recruitment and selection. The deployment of these technologies is an important advancement toward fair and open access to employment opportunities for all segments of our labor market. The UGESP agencies have prepared guidance that establishes a link between existing fair employment guidelines and new tools and practices that have rapidly changed the way employment is obtained. Although these Additional Questions and Answers

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[1] Note that some comments pertain to text that is not summarized from the original sources.

provide an important foundation for this much-needed guidance, there is still a need for further clarification to ensure that organizations can adequately understand how to comply with the guidelines, execute fair practices, and collect accurate and representative data, while at the same time minimizing their recordkeeping burden. Thus, there are several areas in need of further clarification, elaboration, and/or definition:

1. The role of basic qualifications requires further elaboration. The current definition of an applicant provided in Q96 does not reference job qualifications, even at the most basic level, as a condition for being considered an applicant. In contrast, the search criteria discussed in Q97 describe the use of a basic qualification (i.e., 2 years of printing experience) when building an applicant pool from a larger database of recruits. These responses together suggest that an employer-imposed basic requirement may only be acceptable (assuming it is job related and consistent with business necessity) when it is imposed prior to applicant indication of interest in a specific position. Otherwise, employers are required to keep records on all individuals who express interest, regardless of how well those individuals meet the most basic job requirements.

A preferable definition of "applicant" would explicitly describe a proper role for basic qualifications as a condition for employer responsibility for recordkeeping. Inclusion of this component within the definition would drive more consistency in the application of the proposed guidance. The definition should specify that only those individuals who meet the basic qualifications for the position must be tracked as applicants. These criteria should be identified and defined based on position requirements (e.g., as by a job analysis) or business necessity constraints.

The current definition appears to require employers to include individuals in applicant flow statistics that do not meet even the most basic essential criteria and who, realistically, do not merit consideration for the specific position in question. In contrast, the OFCCP's recently released proposed rule (41 CFR part 60-1), does incorporate language referencing "basic qualifications" as a component of the definition of an "Internet Applicant."

2. The description of "search criteria," as described under Q97 should be refined and elaborated or the section should be dropped. There are several aspects of this section that may generate confusion. First, by providing an example [Example C] that uses a basic qualification specification as a search criterion, the guidance document confuses the appropriate justification of basic standards with the practice of searching a database to find potential recruits. Clearly stated guidance on both issues is critical. As noted in Example A (Q96), recruiters may use criteria such as a stated interest in working in a particular location to identify recruits. Although clearly not a basic qualification, this criterion would be subject to disparate impact analysis under the current wording of Q97.

Second, the phrase "all the search criteria" does not indicate whether all the criteria should be evaluated for disparate impact as a set or separately for each search criterion. Rarely would a recruiter assemble a set of potential recruits based on a single search as suggested in Example C; more typically, recruiters will search multiple databases and Web sites, using search conventions that may be specific to each source. Under this scenario, is the resulting pool of potential recruits (i.e., the group generated by the full set of searches) subject to disparate impact analysis in comparison to the available workforce and census data, or is each and every individual search criterion subject to the analysis? Requiring disparate impact analysis for each search criterion would be an impossible hurdle for most recruiters to overcome. If the requirement for disparate impact analysis on search criteria is retained in the final version, we recommend refocusing the requirement on the representativeness of the ultimate pool of recruits rather than on the search criteria used to generate the pool.

Third, consistent with the requirement that all search criteria are subject to disparate impact analysis is the presumed requirement to track and store all criteria that have been used to generate a pool of potential recruits. If this requirement is intended by the guidance document, it should be stated as such and included in the recordkeeping requirement estimate.

Fourth, the answer to Q97 suggests that the employer must now examine the existence of each qualification (or other characteristic that is used in the search) in the relevant workforce to determine if it has disparate impact. This extends the requirements for employers as documented in the UGESP and is a greater burden on the employer than only comparing the effects of selection requirements to the applicant flow. If this requirement is intentional, additional guidance should be provided regarding how employers are to meaningfully define the "relevant workforce" for comparison and regarding how they should use workforce and census data to evaluate the potential disparate impact for the myriad database search rules that may be constructed. Again, the additional time required to estimate the potential disparate impact of all search criteria should be included in the recordkeeping requirement estimate.

3. The differences between the Additional Questions and Answers and the OFCCP's Proposed Rule should be reconciled. The OFCCP's definition of an Internet applicant differs from the EEOC definition. It is unclear why two different definitions are necessary. For employers who are federal contractors, this situation is confusing and adds an additional layer of complexity to the recordkeeping requirements. A single definition is preferred that incorporates language requiring basic qualifications from applicants.

4. The status of Internet recruiting activities under UGESP is unclear as discussed throughout the guidance document. For example, the dis-

cussion of the third prong under Q96 recognizes that recruiters may search third-party resume banks to identify potential recruits, and that those recruits do not become UGESP applicants unless all of the three prongs are satisfied. However, employers are cautioned that the search criteria they use are subject to disparate impact analysis (Q97). This guidance appears contradictory when compared to the response to Q95 and UGESP (Section 2. c) that recognize that recruiting procedures may be designed to attract or identify members of a particular race, sex or ethnic group and are exempt from UGESP requirements. Further clarification of the status of searches conducted for recruitment purposes is requested.

5. *Several concepts are introduced that require additional definition or elaboration*. The employer's role in the interpretation of the Questions and Answers, in the context of their own labor market and selection process features, is critical to preserve. However, without further definition, significant confusion will remain regarding the range of activities and practices that trigger the various aspects of the definition of an "applicant." These concepts, and issues associated with each, are described in more detail below.

***Specific position*.** The concept of a "specific position" is central to the proposed definition of an applicant. The response to Q96 focuses clearly on the situation where the employer announces a specific position and the requirements for becoming an applicant for that position. This presupposes that the organization announces specific positions. Often this is not the case; consider the following two examples.

> Example 1: A firm collects resumes, through the company's Web site, from graduates of MBA programs who are interested in Human Resource positions. After interviewing, the firm decides some are well suited for generalist positions in remote plants and others are well suited for specialist positions at corporate headquarters. Are all the individuals who express generic interest in being considered for HR positions considered to be applicants?
>
> Example 2: A firm needs three people to perform nine major tasks in the marketing area. Tasks aren't configured into positions until individuals are interviewed. The firm concludes that, based on their skills and experience, a specific set of three candidates can jointly cover the tasks (Person A will do 1, 2 and 6; Person B will do 3, 7, and 8; Person C will do 4, 5, and 9). Who qualifies as an applicant for these positions?

Additional guidance is required to cover situations where a specific position may not be the focus of the primary recruiting effort.

***Indication of interest*.**   Several examples are provided for how a recruit may indicate an interest in a position; however, no specific definition of this act is provided. From the criteria used in the provided examples, any

person who follows the employer's process for submitting applications, especially when the process is specific to a particular position, may be considered as having indicated an interest. Several other scenarios are provided (e.g., placing job listings in a "shopping cart") that are not sufficient to represent an indication of interest and, thus, do not trigger status as an applicant. In the absence of a process that mirrors the examples, employers will be left to prepare their own definition and may create circumstances whereby indication of interest is placed beyond screening and selection techniques. The guidance document should address more directly the issue of what constitutes an expression of interest in a position.

What constitutes an "application?" The document suggests that recruits submit applications as a definitional step toward classification as an applicant. In practice, there are often steps in the selection process that may occur prior to completion of an application that could screen out job seekers before they get to the application stage. Without a definition of "application" as it relates to the second prong, employers may create procedures where very few recruits are able to submit applications (as defined by the employer).

> Example 3: A company presents job seekers with a series of questions about their educational and work history, preferences, and willingness/ability to perform certain critical elements of the job. Those whose responses meet or exceed the basic qualifications for the position are asked to complete an application form. Who are the applicants?

What constitutes an "act to fill a position?" The elaboration of the first prong of the definition (Example A under Q96) suggests that the employer acted to fill the position when they culled from a database 200 recruits who met the basic criterion of "available to work in the New York area." Clearly other acts may be also envisioned that may trigger this prong of the definition (e.g., posting a specific position, choosing interviewees, extending an offer). Again, significant variation exists in how employers deploy these processes, and additional guidance on this criterion will help employers comply.

6. Traditional and Internet-based recruiting and selection processes should both be discussed in the document. Most organizations use both Internet and traditional "paper" processes depending on the job being filled. The document addresses the definition of an applicant obtained through the Internet. However, many of the issues raised also apply to traditional "paper" processes. For example, organizations frequently receive unsolicited paper resumes from individuals seeking general employment in a particular area such as "engineering" or "marketing." It is unclear if the guidance provided in this document can also be applied to traditional, paper-based processes. Clarification of this point is necessary to avoid confusion and the potential burden on employers to main-

tain different applicant definitions. One set of guidelines applying to both Internet-based and paper-based processes is preferred.

*7. **The recordkeeping requirements are underestimated.*** Throughout our comments we have indicated where the new guidance may increase the time spent on recordkeeping. To the extent that these guidelines are intended (or interpreted) to require employers to (a) track the search criteria they use to build a recruiting pool or select from that pool, (b) investigate the potential disparate impact of those search criteria (individually or for their aggregate effect), or (c) maintain separate definitions of who to track based on their use of technology-based recruitment and selection avenues, the resources devoted to recordkeeping will increase. Failure to recognize these factors in the estimation of the recordkeeping burden will lead to grossly inaccurate conclusions and may lead employers to believe this important issue was examined in a superficial manner. These oversights should be reconciled to increase the acceptance of the new level of burden.

A New Proposed Rule from the OFCCP

The OFCCP also independently offered its own definition of an applicant in the context of a rule regarding the collection of race and gender data for OFCCP enforcement purposes. The purpose of the proposed rule is to help clarify the recordkeeping requirements for federal contractors in the context of the Internet and related recruiting and selection technologies. Again, a highly abbreviated summary of the OFCCP's proposed rule is provided below and the full text is available at http://www.dol.gov/esa/regs/fedreg/proposed/nprm_frn.htm.

The OFCCP rule draws a specific distinction between "Internet applicants" and other applicants, and records must be retained for both types of applicants. Under the rule, an "Internet applicant" is an individual who:

> (i.) Submits an expression of interest in employment through the Internet or related electronic data technologies;
> (ii.) The employer considers for employment in a particular open position;
> (iii.) Through the expression of interest, indicates that she or he possesses the advertised, basic qualifications for the position; and,
> (iv.) Does not indicate that he or she is no longer interested in employment in the position for which the employer has considered the individual.

The definition includes reference to "advertised, basic qualifications," and these are further defined as meeting three criteria: (a) they must not involve comparison of qualifications between applicants (e.g., 2 years of related experience is noncomparative; more experience than other applicants is comparative); (b) they must be objective and; (c) they must be job related. The full text version of the proposed rule provides examples of each of these criteria.

Other features of the proposed rule include the requirement for "contractors to retain records of all submissions of interest through the Internet or related electronic technologies" and the continued reliance on "labor force statistics or other relevant data" for the evaluation of recruitment processes that occur prior to the collection of gender, race, and ethnicity data. A record-keeping burden estimate is also provided.

SIOP's Comments:

The Internet and related electronic technologies have had a dramatic impact on the practice of employment recruitment and selection, and the deployment of these technologies is an important advancement toward fair and open access to employment opportunities for all segments of our labor market. The OFCCP is commended for addressing this impact and for recognizing that an individual's ability to meet job-related criteria is critical to determining who is considered a viable applicant for a position in the context of Internet-based recruiting and selection.

Although the Proposed Rule provides for much needed guidance that extends beyond the recently issued Additional Questions and Answers to the Uniform Guidelines on Employee Selection Procedures, there is still a need for further refinement of the guidance to ensure that federal contractors can adequately understand how to comply with their obligations, execute fair practices, and collect accurate and representative data, while at the same time minimizing their recordkeeping burden. There are several areas where we have concerns; these are itemized below.

1. The differences between the OFCCP's Proposed Rule and the Additional Questions and Answers should be reconciled. [See Comment 3 to the EEOC above.] …There are several points of departure between these documents; the most problematic of these differences are highlighted throughout our comments. By offering guidance that conflicts with the Additional Questions and Answers, the OFCCP has created a situation that appears to require contractors to maintain two sets of applicant records because it is possible for an individual to be defined as an applicant under one set of guidance and not under the other. A single definition is preferred that incorporates language requiring applicants to meet basic qualifications for a specific position; at a minimum the Proposed Rule should describe how the two sets of guidance should be interpreted together.

2. The concept of "submission of interest" should be narrowed to reflect stated interest in a particular job. The many techniques that have proliferated for Internet-based recruitment allow for a range of actions to be considered a submission of interest. For example, placing a job title into a "shopping cart," posting a resume on a career Web site dedicated to jobs within specific industries, having an automated resume agent popu-

late a job profile on a company's career site, and even clicking into a job opportunity description could all be considered expressions of interest.

Because the proposed rule requires contractors to retain records of all submissions of interest obtained through the Internet or related electronic technologies, regardless of status as an applicant, further specification of the range of actions that trigger this requirement is essential. We recommend that a submission of interest include a reference to a particular job. This change would increase the consistency with the Additional Questions and Answers and would allow the awkward fourth criterion of the proposed rule to be eliminated (see OFCCP Comment 6 below).

3. Examples should be provided of employer actions that constitute "consideration" and those that do not. Just as job seekers have many options for exploring information about jobs on the Internet, employers have many new tools at their disposal for identifying potential recruits. The status of activities such as searching an external database of resumes or querying an internal database of recruit profiles should be discussed in the context of the Proposed Rule. The status of these search activities should be recognized as a recruiting activity and not a selection decision. Here again, alignment with the language proposed within the Additional Questions and Answers, where electronic search results do not constitute an applicant pool, would aid interpretation and purposeful compliance.

4. Remove the term "advertised" from the description of basic qualifications. This qualifier adds complexity to the criterion and may not fit the manner by which many employers recruit prospective employees. For example, an employer may formally advertise only a subset of basic qualifications common to a certain job family or range of positions (e.g., a college degree in one or more related fields, a willingness to relocate or travel, and a willingness to work in a particular location). Once a specific position opening occurs, additional criteria may be applied (e.g., experience with a certain technology) and the database may be searched to identify individuals who possess these criteria. These criteria likely will not be "advertised" beyond communication of the position description to individuals identified in the database to inform them of the position opening and to determine if they are interested in further consideration. We recommend removing the term "advertised" and replacing it with "established" or "stated" basic qualifications to eliminate this potential source of confusion.

5. A broader set of examples of what constitutes a basic qualification should be provided. Currently, the document provides examples of basic qualifications that focus on educational and experience requirements. Although these commonly deployed requirements provide a good basis for demonstrating noncomparative and objective standards, they do not

provide adequate guidance regarding the range of requirements that may be used as basic qualifications.

Employers use many types of requirements in recruitment screening. Qualification requirements often include certain conditions of employment that an individual must meet to be considered for a position. Examples include a willingness to work in a specific geographic location, a willingness to travel a certain percentage of time, and a willingness to work certain days or shifts. Internet-based profiling tools allow for the collection of a range of job-relevant qualifications that may be objectively scored and used in a noncomparative decision rule, and it is assumed that a broad range of qualifications requirements are acceptable under the proposed rule. A more diverse set of examples will provide employers with needed guidance on the range of acceptable basic qualifications.

6. Criterion 4 should be worded affirmatively and combined with the first criterion. The current wording of Criterion 4 ("the job seeker does not indicate that he or she is no longer interested in the position") is problematic for two reasons. First, because it is not directly parallel to the applicant definition provided by the Additional Questions and Answers, it creates confusion regarding how to classify recruits under the two sets of guidance. Second, as stated the criterion may be interpreted to mean that when recruits have not indicated an interest or a lack of interest in a specific position, they are presumed to have interest in the position—even if no such statement of interest was solicited or offered. To address these two concerns, we recommend adopting the language applied within the Additional Questions and Answers ("the individual has indicated an interest in a specific position") as the first criterion.

7. Eliminate the distinction between traditional and Internet applicants. Most organizations use both Internet and traditional (paper-based) processes in their recruiting activities. Maintaining a distinction between applicants based on their choice of a communication and submission vehicle adds tremendous complexity to the employer's recordkeeping burden. Furthermore, the distinction is already antiquated in the context of modern job search and recruiting. How is an employer to consider a recruit that views an online job announcement, sends an e-mail to a recruiter to request more information, sends a paper cover letter and resume through the mail, and sends follow-up communication through e-mail? If the same candidate also then completes an on-line profile, should they be considered as both a traditional and as an Internet applicant? Making multiple submissions of interest though alternative channels is a common practice among job seekers. We strongly recommend that a revised Rule provide only one definition of an applicant that applies regardless of how they submit their statement of interest to the organization.

8. The recordkeeping requirements are underestimated. The Proposed Rule suggests or implies that contractors are obligated to: (a) track applicants according to criteria that differ from those proposed by UGSEP agencies within the Additional Questions and Answers, (b) track traditional applicants according to different criteria than Internet applicants, and (c) retain records of all submissions of interest received through the Internet (noting the definitional problems discussed under Comment 2 above). Each of these is a new area of obligation for contractors and will require the devotion of organizational resources to comply.…We recommend that the revised Rule eliminate the differences associated with obligations "a" (see [OFCCP] Comment 1) and "b" (see Comment 7), and the oversight of the additional burden associated with issue "c" should be reconciled in the estimation of the recordkeeping cost.

9. Provide additional procedural guidance. Several sections of the document suggest that employers should take action or perform analysis as a regular aspect of their recruiting and selection operations. Employer understanding and compliance would be greatly enhanced if each of the areas listed below were elaborated with examples of acceptable practice.

How should contractors establish the job relatedness of basic qualifications? Techniques ranging from large-scale job analysis to straightforward rational explanations have been used to tie basic qualifications to business goals. Examples of acceptable approaches would help contractors understand how this important step should be conducted.

How and when should contractors collect race and gender data from applicants? It is clear that contractors have an obligation to collect race and gender data from individuals defined as Internet applicants; however, the document provides no guidance on when these data are to be collected. Nor is any guidance provided on the methods for their collection. It is our recommendation that race and gender data be collected only during the selection steps that follow the classification of a recruit as an applicant (i.e., after all four of the criteria have been met) through the administration of a voluntary questionnaire or a similar measure.

What "other relevant data" may be used when conducting availability analyses? The document suggests that the 2000 U.S. Census is "among the most current and discrete data available." However, for many positions and in many labor markets these data are too general to provide a match to specific jobs, especially when those jobs are highly skilled or unique. Examples of other appropriate data (e.g., local labor research, association membership) would help contractors understand the range of information they may include in these analyses.

Next Steps

Presumably, the draft documents will be evaluated in light of the input received during the open comment period. The comments received by the EEOC may be viewed by the public at their office in Washington DC. Often, comments are place on agency Web sites also; however, as of this writing they had not been posted.

If you have questions, comments, or would like to volunteer to provide comments on the next guidance document provided by the government, please contact Doug Reynolds at Doug.Reynolds@DDIWorld.com.

Douglas W. Bray and Ann Howard Award Program
Call for Proposals

Daniel B. Turban
University of Missouri–Columbia

Objectives and Overview

At the 2004 SIOP conference, the SIOP Foundation announced a new award, the Douglas W. Bray and Ann Howard Award. The award is designed to support research on assessment center methods as well as research into the development of managers and leaders. The award may focus on the assessment method (e.g., simulations and other techniques that rely on the observation of behavior), the content area of interest (e.g., managerial career advancement, leadership development), or preferably both.

General Procedures and Policies

Given the objectives of the award, the proposals should describe how the research will have a significant impact on assessment center methods and/or the development of managers and leaders. The explicit policy of the Bray/Howard Award program is that grant funds may not be used for overhead or indirect costs. In the committee's experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size (e.g., under $10,000), and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Bray/Howard Award Program Committee will provide additional documentation and evidence explicitly recognizing this policy.

The Bray/Howard Award program grant can be used in conjunction with other funding for a larger scale project. In this case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

Criteria for Selecting Award Winners

The Bray/Howard Award Program Committee will evaluate proposals based on the following criteria:

1. Has a sound technical/scientific base
2. Shows innovation and excellence
3. Advances the understanding of assessment center techniques, managerial or leadership development, or preferably both
4. Uses a longitudinal design where appropriate
5. Is submitted by members of SIOP, including Students and International Affiliates
6. Has a clearly defined project plan, defined deliverables, and budget.

Size of the Award

The Bray/Howard Award Program Committee in consultation with the SIOP Foundation Board of Trustees will decide the size of the grant, which may vary according to the requirements of a worthy project. There is no minimum size for a grant proposal. For 2005, the maximum size of the award is $10,000.

Format of Proposals

The proposal must adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

1. Abstract
2. Literature review and rationale for the project
3. Method (if applicable)—including information about the sample, measures, data collection strategies, analytical strategies, and so forth
4. Implications of the findings or conclusions for research and practice
5. Project plan, defined deliverables, and budget.

The proposal may not exceed 10 pages of text (not including references, tables, appendices). In addition, the proposal must be double spaced and use a 12-point font and 1-inch margins.

If the research involves human participants, all awarded authors must certify by signature or other methods, that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board, or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from the student's academic advisor.

Deliverables

All grant award recipients will be required to deliver two copies of a final report to the Bray/Howard Award Program Committee within 2 years of the date of the award. The Bray/Howard Award Program chair will forward a copy of this report to the SIOP Foundation.

Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. Grant awardees will be encouraged to submit the results of their research for presentation at SIOP's annual conference.

Submission Deadlines and Procedure

Potential recipients should submit **10** paper copies of the research proposal by **February 1, 2005** to the SIOP Administrative Office at the following address:

SIOP Bray/Howard Award Program
SIOP Administrative Office
520 Ordway Avenue
Bowling Green, OH 43402

SIOP Small Grant Program Call for Proposals

Daniel B. Turban
University of Missouri–Columbia

The purpose of the SIOP Small Grant Program is to:

- Provide tangible support from SIOP to its members for research-related activities.
- Help guide research activities in areas of interest to both practitioners and academicians within SIOP.
- Foster cooperation between academicians and practitioners by supporting research that has the potential to advance both knowledge and practice in applied areas of interest to all members of SIOP.

For 2004, the SIOP Foundation has agreed to award $10,000 to this program in order to fund research grants. Because $5,000 was allocated for an earlier call for proposals (published in the April issue of *TIP*), up to $5,000 is available for this call. A subcommittee (of the Awards Committee) will review and administer the Small Grant Program. Furthermore, given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee consists of both academicians and practitioners.

General Procedures and Policies

The overarching goal of the Small Grants Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Member or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP Member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Guidelines for Proposal Budgets

It is the explicit policy of the SIOP Small Grants Program that grant funds may not be used for overhead or indirect costs. In the committees' experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size, and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Small Grants

Subcommittee will provide additional documentation and evidence explicitly recognizing this policy.

The SIOP Small Grant award can be used in conjunction with other funding for a larger scale project. If this is the case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

Size of the Awards

Currently, $5,000 is available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is, not surprisingly(!), $5,000.

Criteria for Selecting Award Winners

Each grant proposal will be reviewed by both academic and practitioner members of the subcommittee. The following criteria will be used to evaluate each proposal:

- *Significance*: Does the proposal address an important problem relevant to both the academic and practitioner membership of SIOP? Will the proposal advance knowledge and practice in a given area?
- *Appropriateness of budget*: Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested or is there evidence that additional expenses will be covered by other sources of funding?
- *Research approach*: An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- *Innovation*: Does the proposed research employ novel concepts, approaches or methods? Does the proposal research have original and innovative aims?
- *Aimed at a wide audience*: The proposal should be clear, understandable, and communicable to a wide audience and have implications for all members of SIOP (academics and practitioners).
- *Realistic timeframe*: Likelihood that the project can be completed within 1 year of award date.
- *Academic–practitioner partnership*: Does the grant involve a partnership between an academic and a practitioner.

Deliverables

All grant award recipients will be required to deliver a final report to the SIOP Small Grant Subcommittee and the SIOP Foundation Committee within 1 year of the date of the award. Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. It is strongly encouraged that the results of the research be submitted for presentation at the annual SIOP conference.

Topic Areas of Interest

In future administrations of the SIOP Small Grant Program the subcommittee may develop and disseminate a list of specific topic areas of primary interest. This list does not preclude the submission of proposals in other topic areas as long as they are of interest to both academicians and practitioners.

For this administration of the Small Grant Program the subcommittee has decided to leave the topic areas open. Thus, any and all topics are welcome as long as they are consistent with the objectives listed above.

Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:
1. Abstract
2. Literature review and rationale for the project
3. Method—including information about the sample, measures, data collection strategies, analytical strategies, and so forth.
4. Implications for both academicians and practitioners
5. Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1-inch margins.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board, or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

Submission Deadlines and Procedure

Potential recipients should submit 10 paper copies of the research proposal by **February 1, 2005** to the SIOP administrative offices at the following address:

SIOP Small Grant Program
SIOP Administrative Office
520 Ordway Avenue
Bowling Green, OH 43402

Please direct all questions regarding the Small Grants Program to:
Daniel B. Turban
College of Business
517 Cornell Hall
University of Missouri
Columbia, MO 65211
Phone: (573) 882-0305
E-mail: Turban@missouri.edu

Small Grant Program
Submission Checklist

Project Title:

_____

_____

Names, addresses, contact information (e-mail, phone, fax) of all investigators:

_____

_____

_____

_____

_____

Submission Checklist:

_____ Proposal does not exceed 10 pages of text (excluding references, tables, appendices)

_____ If Student Affiliate is principal investigator, did you include a letter of endorsement from a SIOP member?

_____ Does the budget clearly describe how the award funds will be spent?

_____ Have you included 10 copies of the proposal?

Please submit **10** copies of the proposal to the SIOP Administrative Office by **February 1, 2005.**

Join Us To Celebrate 20 Years of SIOP at the LA Conference!

Lisa Finkelstein and Donald Truxillo

Did you know the LA conference marks the SIOP meeting's 20th anniversary? If you checked out the Call for Proposals, you probably did. In case you didn't catch the Call before the deadline, here are some highlights we have in store for this special meeting.

1. To celebrate the SIOP conference's 20th year, we will be highlighting special "Then and Now" features throughout the conference. Look for special displays and sessions highlighting where we've been, where we are, and where we are headed!

2. This year's special Sunday morning theme will be entitled "The Future of I-O Psychology Research, Teaching, and Practice: What Lies Ahead for the Next 20 Years?" This set of related sessions is designed to explore cutting-edge methods, technologies, theories, and so forth, that will be important to the future of I-O psychology.   We are interested in creative and innovative sessions that explore ways in which I-O teaching, research, and practice may be transformed within the next 20 years. If you submitted a proposal that fits this theme and it is accepted, you may be chosen for one of these special sessions.

3. We are excited to be holding our conference in the Los Angeles Westin Bonaventure, a terrific space for our meeting.   The hotel is located near attractions such as the Disney Concert Hall and many excellent restaurants.   The new Metro rail line is nearby, offering quick access to nightlife and other attractions.

4. We are introducing two new types of sessions this year!   The first is called an "Academic-Practitioner Collaborative Forum," and the second is called "Theoretical Advancement." We hope that many of you submitted proposals to help pioneer these sessions.

5. The Expanded Tutorials are back for their 6th year, but have been renamed "Sunday Seminars" to distinguish them from Master Tutorials. Sunday Seminars are invited sessions on cutting-edge topics that fall on Sunday morning and require advance registration and an additional fee.   Please see **Julie Olson-Buchanan's** article in this issue for a description of the great topics and speakers for this year.

6. This year we will be able to have **LCD projectors in every room**! Yes, you read that right—this is exactly opposite of last year. This may continue to vary due to varying costs in each city where we hold our meeting. **Please note that in order to use this equipment, you will be required to bring your own laptop**. In addition, **we will NOT have overhead projectors in every room;** if you would like to use an overhead projector instead of the LCD, and forgot to request this at the time of submission (as requested in the Call for Proposals), please contact Lisa Finkelstein at lisaf@niu.edu before November 1 or we may not be able to honor your request.

Sunday Seminars = Expanded Tutorials
SIOP 2005

Julie B. Olson-Buchanan
California State University, Fresno

On behalf of SIOP, I am pleased to announce that the successful Expanded Tutorials will continue with the snazzy new name of Sunday Seminars. As explained in **Lisa Finkelstein** and **Donald Truxillo**'s article, this new name should help to better distinguish them from the Master Tutorials and reinforce their unique identity.

Do you ever wish you were more up-to-speed on the state-of-the-art research/theory of a particular topic or methodological issue? The Sunday Seminars can help! The Sunday Seminars are designed to provide longer, in-depth scholarly explorations of cutting edge research topics and methodological issues by leading experts.

The Sunday Seminars Subcommittee is excited to announce the topics and expert presenters for the four Sunday Seminars, SIOP 2005. Additional descriptive information will be available in the January *TIP*.

Topics and Presenters

- **Daily Experience Research Methodology: Howard M. Weiss** (Purdue University)
- **Item Response Theory: An Introduction: Nambury S. Raju** (Illinois Institute of Technology), **Oleksandr S. Chernyshenko** (University of Canterbury), and **Stephen Stark** (University of South Florida)
- **I-O Participation in Federal Research Grants: Thomas F. Hilton** (National Institutes of Health, National Institute on Drug Abuse) and **Eduardo Salas** (University of Central Florida Institute for Simulation & Training)
- **Emerging Perspectives on Work and Family Relationships**: **Jeanette N. Cleveland** (Pennsylvania State University) and **Debra A. Major** (Old Dominion University)

Additional Details

How do I sign up? Advance registration is required. The registration form will be available in January 2005.

Do I need to enroll early? Yes! The sessions are limited to only 40 individuals. Early registration is recommended as the sessions fill up quickly.

How much does it cost? It costs $75 per individual.

When are the sessions? The sessions are on Sunday, April 17, 2005 from 9 a.m. until noon.

Can I get CE credit? Each seminar will be worth 3 CE credits.

Preconference Workshops for SIOP 2005:
A Blockbuster Lineup!

Luis F. Parra
Mercer Human Resource Consulting

Mark your calendars for April 14, 2005 to attend our specially selected preconference workshops for SIOP in Los Angeles! The Workshop Committee has been working intensely to bring you information and insights on the most pressing issues affecting our discipline. Thanks to the generous input and feedback from many of you, we have prepared an exceptional lineup of speakers and topics to provide you with unique professional development opportunities.

Here's a peek at some of the titles for the 2005 workshops and the extraordinary lineup of experts that will lead them:

- *Surveys Throughout the Employment Lifecycle: What Matters, When.* **Alan L. Colquitt** (Eli Lilly and Company) and **William H. Macey** (Personnel Research Associates, Inc.)
- *The High Learner as a High Potential: Implications for Talent Management and Succession Planning.* **Robert W. Eichinger** and Michael M. Lombardo (Lominger Limited, Inc.)
- *Six Sigma: Discipline, Data, and Humans.* Carol France (CDR International) and Paula Getz (Sun Microsystems, Inc.)
- *Keeping Your Key Players: Innovations in Talent Retention.* **Richard A. Guzzo** (Mercer Human Resource Consulting) and **Fredric D. Frank** (TalentKeepers, Inc.)
- *I-O Psychologist as Expert Witness: The "Challenges" of Testimony.* **Frank J. Landy** (SHL) and David Copus (Ogletree Deakins)
- *Situational Judgment Tests: Developing Valid Measures and New Developments.* **Michael McDaniel** (Work Skills First, Inc.) and **Stephan Motowidlo** (University of Minnesota)
- *Merging and Shaping Corporate Cultures: Realities and Learnings.* Maitri O'Brien (Hewlett Packard) and **Vicki V. Vandavee**r (The Vandaveer Group, Inc.)
- *Building a Strategy-Based Business Case for Investments in People.* Peter M. Ramstad and **David C. McMonagle** (Personnel Decisions International)
- *Developing Women Leaders: Lessons Learned from Research and Practice.* **Marian Ruderman** and Joan Tavares (Center for Creative Leadership)
- *Ethics and the Practice of I-O Psychology.* **Nancy T. Tippins** (Personnel Research Associates), **S. Morton McPhail** (Jeanneret & Associates, Inc.), and **Greg Gormanous** (Louisiana State University-Alexandria)

- *Relevance and Rigor in Organizational Research.* **Paul Yost** (The Boeing Company) and **Ann Marie Ryan** (Michigan State University)

…and there might be more, but remember that you get to choose only two! And to help you decide, you will find descriptions of the workshops and short biographical sketches for the presenters in the preconference announcement booklets and on the SIOP Web site during registration in January.

All of us at SIOP are very fortunate to have the opportunity to share the knowledge and insight that these prominent and dedicated academics and practioners bring to our preconference workshops. Be a part of this remarkable experience: Plan to be at the preconference workshops in Los Angeles in 2005! Watch out for online registration starting in January...because these will be standing room only!

The 2004–2005 Continuing Education and Workshop Committee consists of:

Peter Bachiochi	**Matthew Montei**
Mariangela Battista	**Luis F. Parra,** *Chair*
Joan Brannick, *Chair-in-training*	**Gloria M. Pereira**
Erika D'Egidio	**Wendy Richman-Hirsch**
Marcus Dickson	**Rob Schmieder**
Michelle Donovan	**Suzanne Tsacoumis**
Eric Elder	**Sara Weiner**
Rose Mueller-Hanson	

APA Returns To Our Nation's Capital

John C. Scott
Division 14 APA Program Chair
APT, Inc.

It is time to think about the 2005 APA convention in Washington, DC! APA is returning to its normal convention dates—Thursday, August 18 through Sunday, August 21—in 2005. Division 14 would like to heartily encourage your participation in this conference.

As you may recall, APA has moved to an online submission process. Details of this process and the Call for Programs will appear in the September issue of the *APA Monitor* as well as on the APA Web site at www.apa.org/convention. All submissions must arrive by Friday, December 3, 2004 to be considered for acceptance. The SIOP program at APA will be created from your submissions of posters, symposia, tutorials, conversation hours, panel discussions, and other formats you wish to propose. Stand-alone papers for oral presentation will not be accepted.

Division 14 sponsored a cross-cutting symposium this past year that involved participants from multiple divisions coming together to present on a topic of mutual interest. APA is encouraging these and other innovative programs, so feel free to be creative in your submissions.

Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member. Questions may be directed to the Division 14 Program Chair, John Scott, at JScott@appliedpsych.com.

Reminder: SIOP Executive Committee Endorses Sharon Brehm for APA President-Elect

As noted in the July TIP, the SIOP Executive Committee has voted unanimously to endorse Sharon Brehm in the upcoming election for APA President-Elect. The vote followed a recommendation to support Brehm's candidacy by SIOP's five elected representatives to the APA Council of Representatives (**Angelo DeNisi, James Farr, William Macey, Lois Tetrick,** and **Nancy Tippins**). The SIOP Council representatives met with Brehm during the February 2004 Council meetings in Washington and discussed her proposed presidential agenda for APA. Her views on psychological science, practice and education are consistent with the varied interests and priorities of SIOP members. Brehm's interest in keeping the perspectives, expertise, and concerns of SIOP and its members in the forefront of APA activities was evident to the SIOP Council representatives.

Brehm indicated that her goals as APA President include being a unifying influence within APA by being fully engaged with all of the divisions and member constituencies and by being a strong advocate for innovation within psychology. She noted the potential for innovation in terms of exploring new areas of research and practice, in realizing more benefits of technology for psychology and APA, and in creating a more inclusive organization that better addresses the concerns of younger members, diverse populations, and the international community of psychologists.

Sharon Brehm has had experience as a researcher, educator, administrator, and clinician. She considers herself to be a clinical and social psychologist with a strong interest in developmental psychology. Her empirical research has focused on psychological reactance, empathy, social support, information processing, and intimate relationships. She has also authored several widely used textbooks in social psychology and related areas. She has been a faculty member at the University of Kansas and Indiana University, and has served in university administration at SUNY Binghamton, Ohio University, and Indiana University, where she was the chancellor of the Bloomington campus.

It is important to note that the Executive Committee members are expressing their personal views with their endorsement of Sharon Brehm and are not purporting to be speaking for SIOP as an organization, nor for other SIOP members. Frequently, however, members of the Executive Committee are asked for their recommendations concerning the candidates for APA President. Believing that a collective endorsement following informed discussion would serve better the SIOP membership than individual recommendations, the Executive Committee voted two years ago to consider making such endorsements.

APA members will receive a mail ballot for President-Elect in October. Please vote. And please consider making Sharon Brehm your first choice on

the ballot. If Sharon would not be your first choice, please consider voting for her as a second or other choice. In the end, this can still make a significant difference. APA uses the Hare voting system for its elections, which allows a voter to rank order multiple candidates.

Report on the July 2004 Meeting of APA Council of Representatives

James L. Farr
APA Council Representative
Pennsylvania State University

The APA Council of Representatives met on July 28th and 30th in conjunction with the APA convention in Honolulu. Much of the agenda across both days was related to APA finances, which have continued to improve over the past year. Although there were operating budget deficits of approximately $7 million in 2001–2002, the final 2003 operating budget had a $2.4 million surplus and the 2004 probable net is projected to be about $700,000. Financial forecasts for the next 3 budget years also project modest surpluses. In addition, the two office buildings owned by APA in Washington continue to be nearly 100% leased (or occupied by APA itself) and are providing positive cashflow that is used to offset some operating expenses as well as increase APA's long-term investment portfolio. Two unsolicited, attractive offers were received in the spring of this year for the newer of the two buildings (at 10 G Street), but constraints posed both by the current financing of the building and by federal tax law led to a decision not to pursue these offers at this time. However, steps are being taken by APA financial staff to modify the financing of the 10 G street building when that is possible so that APA has more flexibility to respond to any future offers.

Council met in an executive session to discuss the APA salary structure and compensation for its executive staff. Results of studies by external compensation consultants on comparable salaries for other nonprofit organizations in the Washington area were presented to Council and indicated that the current APA salary structure was in line with those comparables.

A new executive director of the APA Science Directorate has been appointed, Steve Breckler, a social psychologist. In addition, APA has funded PSY21, Psychological Science for the 21st Century, an initiative led by the APA Board of Scientific Affairs (BSA) to help psychology meet the opportunities and challenges of the 21st century. PSY21-related activities will provide the foundation on which the APA Science Directorate will build an agenda to support and promote the science of psychology. These activities will be important in APA's efforts to advance the science of psychology, to provide value to its membership, and to attract new members. See the APA Science Directorate Web site for more details of this initiative.

The mood at July's Council meetings was one of cooperation among the many divisions and interest groups. Perhaps the single best exemplar of this spirit of cooperation was Council's adoption as APA policy a Resolution on Sexual Orientation and Military Service. This resolution was developed by a Council task force whose members were primarily from Division 19 (Mili-

tary Psychology) and Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues). It reaffirms APA's opposition to discrimination based on sexual orientation, affirms APA's support for the well-being and health of members of the U.S. miltary forces, expresses opposition to the current "Don't Ask, Don't Tell, Don't Pursue" policy regarding sexual orientation and military service, and commits APA to working via federal advocacy for change in the current policy to one consistent with research data on sexual orientation and military performance. In addition, the resolution ends the ban on advertising by the U.S. military in APA publications. The advertising ban had been seen by Division 19 as a major deterrent to the recruiting of psychologists for military employment.

Five new SIOP Fellows were approved as initial Fellows of APA: **Jack Edwards, Scott Highhouse, Fred Mael, Pamela Perrewé** and **Howard Weiss**.

Team Effort Spotlights Human Resource Management Research–Practice Gap

Wendy Becker
Unviersity of Albany

Clif Boutelle
SIOP Administrative Office

Readers of *TIP* will be interested in the winter 2004 issue of *Human Resource Management Journal*, to be published this fall, entitled "Contributions of Psychological Research to Human Resource Management." The issue features the work of several SIOP Members.

Mark Huselid of Rutgers University and the immediate past editor of *HRMJ*, said the articles speak to the "research to practice gap" in human resource management. They were cowritten by senior HR professionals and HR academics and focus on relevant HR issues such as recruitment and selection, performance management, training and development, teams, leadership, workforce competencies, employee attitudes, diversity, and downsizing. He said each of the authors captures key takeaways in their domain of expertise. "This issue of *HRMJ* should be read by all those interested in managing people as a source of competitive advantage," he added.

The impetus for the issue came following a proposal by **Mike Burke** of the Tulane University, **Ann Marie Ryan** of Michigan State University and **Lise Saari** of IBM. Burke and Ryan are past SIOP presidents and Saari recently completed a term as chair of SIOP's Visibility Committee. They asked if HRMJ would be interested in SIOP members writing articles for the issue on the contributions of psychology research to HR management.

The special issue was motivated by research by **Sara Rynes, Amy Colbert,** and **Kenneth Brown** of the University of Iowa, which found that HR professionals' knowledge of the HR research being performed by I-O psychologists is less than it could be. In fact, they noted there are large discrepancies between research findings and practitioners' beliefs in many areas, notably personnel selection. Not knowing about available HR research can lead executives to make decisions that are less than optimal and costly to organizations, they said. Their research was published in the *Academy of Management Executive* (2002, Vo. 16, No. 3) and the summer 2002 issue of *Human Resource Management Journal*.

Huselid, who wanted the articles to focus on exploring the differences between HR practices and empirical findings about such practices, asked **Jack Edwards** of the U.S. Government Accountability Office to serve as guest editor for the issue. Edwards, along with Burke, Saari and Ryan, proposed the general topics to be covered and suggested potential first authors for each article. Each first author selected one or more coauthors.

The result, said Edwards, is an informative issue of *HRMJ* that will, hopefully, open up communication among researchers and practitioners and help SIOP strengthen its relationships with other professional associations.

Saari added "we need to better inform HR practitioners about our profession and what we know to help them in their work." She noted that an important goal of SIOP's visibility mission is to clarify how our field and research is of value outside of academia.

Ryan said that rather than expecting HR practitioners to "read our journals" (which research shows does not happen), the special issue was conceived to provide research/practice summaries in a forum that targets the HR audience. She added that readers of *TIP* might find the articles of a "user-friendly" format that can be shared with those in practice.

Human Resource Management Journal is published by Wiley; the journal's home address is: http://www.wiley.com/WileyCDA/WileyTitle/productCd-HRM.html.

SIOP Fellows

Society Fellows are distinguished industrial and organizational psychologists who have made an unusual and outstanding contribution to the field (SIOP Bylaws, Article II 3). For nomination and election information, see the SIOP Web site at www.siop.org/Fellows/. The following is a current list of SIOP Fellows.

Adler, Seymour
Albright, Lewis E.
Alderfer, Clayton P.
Anderson, Neil R.
Arvey, Richard D.
Ash, Ronald A.
Avolio, Bruce J.

Barrett, Gerald V.
Barrick, Murray R.
Bass, Alan R.
Bass, Bernard M.
Beehr, Terry A.
Beer, Michael.
Bhagat, Rabi S.
Blood, Milton R.
Bobko, Philip.
Borman, Walter C.
Bray, Douglas W.
Breaugh, James A.
Brett, Jeanne M.
Bretz, Jr., Robert D.
Brief, Arthur P.
Brockner, Joel
Brown, Steven H.
Burke, Michael J.
Burke, W. Warner
Byham, William C.

Camara, Wayne J.
Campbell, David P.
Campbell, John P.
Campion, Michael A.
Cannon-Bowers, Janis A.
Carroll, Jr., Stephen J.
Cascio, Wayne F.

Chao, Georgia T.
Cleveland, Jeanette N.
Colella, Adrienne J.
Cropanzano, Russell S.

Dansereau, Jr., Fred E.
Day, David V.
Deci, Edward L.
DeNisi, Angelo S.
DeVries, David L.
Dipboye, Robert L.
Drasgow, Fritz
Dunham, Randall B.
Dunnette, Marvin D.

Eden, Dov
Edwards, Jack E.
Edwards, Jeffrey R.
Evans, Martin G.

Farr, James L.
Feldman, Jack M.
Ferris, Gerald R.
Fiedler, Fred E.
Fine, Sidney
Fleishman, Edwin A.
Ford, J. Kevin
Frese, Michael

Gael, Sidney
George, Jennifer M.
Gerhart, Barry
Glickman, Albert S.
Goldstein, Irwin L.
Goodman, Paul S.
Gottfredson, Linda S.

Gowing, Marilyn K.
Graen, George B.
Greenberg, Jerald.
Guion, Robert M.
Gutek, Barbara A.
Guzzo, Richard A.

Hackman, J. Richard
Hakel, Milton D.
Hall, Douglas T.
Hammer, Tove H.
Hanges, Paul J.
Hansen, Jo-Ida C.
Harrison, David A.
Hedge, Jerry W.
Heilman, Madeline E.
Heneman, Herbert G.
Higgs, A. Catherine
Highhouse, Scott
Hinrichs, John R.
Hofmann, David A.
Hogan, Joyce C.
Hogan, Robert T.
Hollander, Edwin P.
Hollenbeck, George P.
Hollenbeck, John R.
Hough, Leaetta M.
Howard, Ann
Howell, William C.
Hulin, Charles L.

Ilgen, Daniel R.

Jackson, Susan E.
Jacobs, Rick R.
James, Lawrence R.
Jeanneret, P. Richard
Johns, Gary W.
Judge, Timothy A.

Kacmar, K. Michele
Kanfer, Ruth
Katzell, Mildred E.

Kaufman, Harold G.
Kavanagh, Michael J.
Kehoe, Jerard F.
Klein, Katherine J.
Klimoski, Richard J.
Kluger, Avraham N.
Knauft, Edwin B.
Komaki, Judith L.
Kossek, Ellen E.
Kozlowski, Steve W. J.
Kraiger, Kurt
Kraut, Allen I.

Lance, Charles E.
Landy, Frank J.
Latham, Gary P.
Lawler, Edward E.
Levine, Edward L.
Locke, Edwin A.
London, Manuel
Lord, Robert G.
Lowman, Rodney L.

Macey, William H.
MacKinney, Arthur C.
Mael, Fred A.
Martocchio, Joseph J.
Mathieu, John E.
Maurer, Todd J.
Mayfield, Eugene C.
McCall, Jr., Morgan W.
McCauley, Cynthia D.
McDaniel, Michael A.
Meglino, Bruce M.
Meyer, Herbert H.
Miner, John B.
Mitchell, Terence R.
Mobley, William H.
Morrison, Robert F.
Moses, Joseph L.
Mount, Michael K.
Muchinsky, Paul M.
Mumford, Michael D.

Murphy, Kevin R.

Nadler, David A.
Noe, Raymond A.

Offermann, Lynn R.
Oldham, Greg R.
Ones, Deniz S.
Organ, Dennis W.
Ostroff, Cheri
Outtz, James L.

Pearlman, Kenneth
Perloff, Robert
Perrewe, Pamela L.
Peters, Lawrence H.
Peterson, Norman G.
Porter, Lyman W.
Prien, Erich P.
Pritchard, Robert D.
Pulakos, Elaine D.
Quick, James Campbell

Ragins, Belle Rose
Raju, Nambury S.
Reilly, Richard R.
Ritchie, Richard J.
Roberts, Karlene H.
Ronen, Simcha
Rosen, Ned
Rosen, Benson
Roth, Philip L.
Russell, Craig J.
Ryan, Ann Marie
Rynes, Sara L.

Sackett, Paul R.
Salas, Eduardo
Salgado, Jesus F.
Sawyer, Jack
Schmidt, Frank L.
Schmitt, Neal W.
Schneider, Benjamin

Schoenfeldt, Lyle F.
Schultz, Duane P.
Sharf, James C.
Shore, Lynn M.
Smith, Frank J.
Smith, Patricia C.
Smither, James W.
Sorcher, Melvin
Spector, Paul E.
Starbuck, William H.
Stone, Dianna L.
Stone-Romero, Eugene F.

Tenopyr, Mary L.
Tetrick, Lois E.
Thayer, Paul W.
Thornton, George C.
Tippins, Nancy T.
Triandis, Harry C.
Tziner, Aharon

Uhlaner, J. E.

Vandaveer, Vicki V.
Vecchio, Robert P.
Viswesvaran, Chockalingam
Vroom, Victor H.

Waldman, David A.
Wanous, John P.
Wayne, Sandy J.
Weick, Karl E.
Weiss, Howard M.
Wernimont, Paul F.
West, Michael
Wexley, Kenneth N.
Wicker, Allan
Wilson, Clark L.

Yammarino, Francis J.
Yukl, Gary A.

Zedeck, Sheldon

SIOP Past-President Autobiographies on the Web

Autobiographies of SIOP past presidents are available on the SIOP Web site: http://www.siop.org/Presidents/PastPres.htm. Past President **Paul Thayer** was instrumental in establishing a past-president responsibility to write and submit an autobiography. The stories of SIOP's leaders are fascinating! If you notice that an autobiography is not available, you may want to contact that individual and ask them why!!

Mary Anne Lahey (1955–2004)

It is with deep regret we report the death of Mary Anne Lahey. After an 8-year battle, she finally succumbed to breast cancer. She was surrounded by family and friends at the time of her death at her beloved home in the Inman Park Neighborhood, in Atlanta, GA.

Mary Anne was born and raised in Chicago, IL and attended Catholic schools in Burbank, IL. She obtained her BS at Illinois State University in 1976. Mary Anne went to Kansas State University for her graduate work obtaining her MS in 1980 and her PhD in 1984 under Frank (Skip) E. Saal. She was the first PhD under the revitalized I-O program at K-State.

During her time at K-State, she showed exceptional promise as a scientist. She coauthored two *Psychological Bulletin* articles, being first author on one of them, as well as three other publications. In 1980, she won the first Robert J. Wherry Award. She also had six presentations before she graduated. Although, she continued to publish and do professional presentations, for personal and professional reasons Mary Anne changed directions after graduation from research on performance ratings and went into applied work.

In 1984 Mary Anne joined the Center for Business and Economic Development at Auburn University as an industrial-organizational psychologist, serving as assistant director in her last year. Mary Anne engaged in a wide variety of I-O related practice activities. Her work with the State of Alabama, the Alabama State Board of Education, the City of Atlanta, and the U.S. Navy were to determine a direction and expertise that would stay with her: test development and validation and employment biases. She became a leading witness in many court cases in these areas. Her association with Psychological Services, Inc. began during this period.

In 1987 Mary Anne moved to the Institute of Community and Area Development (ICAD) at the University of Georgia as a Public Service Assistant and in 1990 became an adjunct associate professor of psychology. Once again her career took a new direction and she used her considerable presentation and social skills to serve the people and communities of Georgia in a variety of projects aimed at community development and conflict resolution.

In addition to her ICAD duties, Mary Anne served as an expert consultant to and as an expert witness for the Navy Litigation Office and other clients. During the course of these efforts, Mary Anne applied her expertise in I-O psychology, statistical analysis, and project management while working with multidisciplined teams. The results of Mary Anne's efforts were pre-

sented to a number of federal district courts and were often critical to the successful resolution of the matters in litigation.

In 1999 Mary Anne moved to the American Institutes for Research as a Principal Research Scientist to continue her expert work in employment discrimination as well as a variety of other projects. She was employed at AIR at the time of her death.

Mary Anne will be missed by her family: her husband Randy L. Clements; stepchildren Ryan Clements and Amanda Clements; her parents and siblings; and her parents-in-law. All of us who were touched by Mary Anne during her all too brief life and career will also miss her insights, friendship, and wit.

<div align="right">Ronald G. Downey & Susan G. Bailey</div>

James H. (Jim) Morrison (1918–2004)

Jim Morrison could hardly be described as a "psychologists' psychologist." Indeed, he held no doctoral degree but was licensed as a psychologist in Kansas, Missouri and Ontario, Canada. He was an ABD (all but dissertation), the doctorate being aborted when an accrediting agency had the University of Kansas invoke a new rule for doctoral degrees requiring candidates to have a full-time year on the campus while giving up full time employment elsewhere. There are good reasons why he felt so at home as a member of the Society for I-O Psychology.

His skills were sharpened early in various assignments in the human resources headquarters department of Western Auto Supply Co. The University of Missouri at Kansas City gave him adjunct status teaching credit courses for both the Business School and School of Education. The University of Kansas began using him to conduct supervisory, management, and personal development short courses in 1951 and continued the relationship for 40 years. His six-session Creative Thinking workshop, when described in the journal of the *American Society for Training and Development,* drew letters of request for the Leader's Guide from more than 40 corporations and government agencies.

In the 1960s, when self-development programs consisted largely of Norman Vincent Peale's *The Power of Positive Thinking* or Dale Carnegie's *How to Win Friends and Influence People,* Jim innovated a five-session personal improvement program based on the Delphic Oracle's principle "Know Yourself, Understand Others." Scheduled annually, it provided self and others' analytical and developmental techniques that attracted a consistently growing following in the Kansas City area.

When George Odiome picked him to teach management seminars at the University of Michigan's (U of M) Bureau of Industrial Relations, he soon had created and was conducting a dozen different programs for managers who flocked to U of M seminars in the late 60s and 70s. This relationship created invitations from colleges and universities across the U.S., Canada, and overseas to present those programs to a wider audience.

Jim described his most satisfying experiences from that era were a result of his workshops designed to help all ranks of management from supervisors to executives ease the transition of minorities and the disadvantaged into the world of work as mandated by EEO regulations.

As the only licensed psychologist and a partner in the management consulting firm of Lawrence Leiter and Co., he was soon elected to the board of the Institute of Management Consultants and served as chair of the Professional Development Committee.

Author of some 100 articles appearing in scholarly journals and other publications, his name is connected with only two books. *The Human Side of Management* (1971) was one of the earliest supervisor training texts dealing with working effectively with diverse employee groups and had illustrations depicting minorities in the work group. *Practical Transactional Analysis in Management* (1977), coauthored with psychiatrist John O'Hearne, was translated into Japanese and led to his presenting seminars in Japan on a regular basis. He was an invited contributor to three training and management development handbooks and the *Handbook of MIS Management.*

A major shift of interest took place in 1992 when he enrolled in the American Red Cross' disaster mental health training program and was immediately recruited to serve as a mental health counselor after Hurricane Andrew. The impact of this experience led to further ARC service in other disasters. He had earlier joined APA's President Jack Wiggins' effort to establish an APA division for Disaster Psychology, which was never established. He turned to SIOP resources hoping to interest his fellow members in qualifying and volunteering for ARC disaster mental health service. Three *TIP* articles and chair of two SIOP Annual Conference Discussion Hours on disaster psychology later, it became apparent that SIOP members were not a fertile field for proselytizing recruits.

A parallel stream of activity in the 1990s turned out to be leadership development; first by way of retreats and workshops for boards of directors and executive groups, often presenting them in Hong Kong, Singapore, and Malaysia. He was an instrumentalist at the core and developed unique devices for self-discovery and team analysis. Two such items were published: *Test of Basic Assumption,* for analyzing managers' basic philosophies as related to management practice, and *M-Scale,* for determining one's views of Black-White relations in the U.S. At Rockhurst University, he shared practical aspects of leadership and motivation through credit courses for MBA students.

Jim considered himself an average, everyday sort of psychologist…certainly not "Doctor" or "Doc." He confessed he had difficulty answering the question "What's your line of work?" He believed his best contributions were applying research from a variety of fields to the growth and development of people at work, at home, and at play…under the best and the worst of circumstances. Perhaps, a not-so-ordinary endeavor, after all.

Submitted by

Kathi Cook (daughter of Jim Morrison)

Clif Boutelle

SIOP members are a credible and important source of information for reporters writing workplace-related stories. In fact, a growing number of reporters are becoming aware of industrial and organizational psychology and the work its practitioners are performing.

The increased exposure is the result of SIOP members willing to take the time to talk with reporters. That willingness is greatly aiding efforts to increase the visibility of I-O.

A key part of these efforts is SIOP's Media Resources located on the Web site (www.siop.org). Reporters are increasingly finding news sources by searching Media Resources. Currently there are over 1,800 listings of SIOP members and their expertise in more than 100 areas.

Any SIOP member can be listed in Media Resources and can do so through the Web site. The brief description of expertise, requested of all listed persons, is very important because it leads a reporter to individual SIOP members. The description needs to be very specific, concise, and informative to reporters.

Following are some press mentions that have occurred in the past several months:

Jennifer Veitch of the National Research Council of Canada was part of a research team that studied office cubicles, and its report was covered in the July 27 issue of the Toronto *Globe and Mail.* "Crowding too many people into a confined space could be 'pennywise and pound foolish,'" she said, adding that providing larger office space is a relatively small expense compared to the salaries of the people working in those spaces. She also said lack of privacy was the most common complaint people have about open-plan spaces. The NRC has developed a software program that, among other things, will tell office designers whether their cubicles are too cramped, too dark, too noisy, or too drafty.

Dory Hollander of Wise Workplaces in Arlington, VA was a news source for three publications in July. For a story on the difficulty of taking vacation time in the July 26 Daytona Beach *News-Journal,* Hollander noted that some people are afraid to take vacations for fear of leaving "their turf unguarded." She added that the concept of taking a vacation to refresh the body and mind is being lost because people are still tied electronically to the workplace. A story in the July 25 the *Washington Post* addressed how colleagues' support can make a world of difference when someone faces great personal challenges; Hollander said "If you don't have control over a situation (e.g., terminal illness of a loved one), one of the best things that can help buoy your spirits and restore some sense of equilibrium is feeling connected and being

part of the office community." Caring and concern from a coworker and boss help people get through rough times. And in the July issue of *Business 2.0,* Hollander commented on "boomerangs"—people who return to an organization after leaving it. "Often," she said, "returnees save a company at least a year's worth of time spent bringing a new hire up to speed" because they are already familiar with the company and its people.

Wendy Casper, assistant professor of psychology at the University of Tulsa, contributed to an article in the April/May issue of *Vive* magazine about working mothers. "Women do much better when they are given a lot of support and this can come from many sources," she said. "The women who are the most successful at managing this lifestyle (working and family) are those who have self-confidence. They believe they can work, be a wife and mother, and do it well."

For a story on how to arrange the office workload prior to going on vacation, the June 15 *Montgomery* (AL*) Advertiser* called upon SIOP members **Robert Robinson** and **Ellen Kossek** for their thoughts. Robinson, owner of the McCollum Group in Katy, TX, said "It is a rare thing that people are prepared for their vacations enough to make the most of it." Kossek, a professor of human resources at Michigan State University, said taking a break can increase productivity when the employee returns. She cautioned against taking work on vacation. More and more people are tied to their offices via cell phones and computers, and "I think that's not such a great thing," she added.

A June 22 story in the *New York Times* about bullying bosses cited a study by **Bennett Tepper,** an assistant professor of management at the University of North Carolina in Charlotte. He found that in situations where bosses are abusive, some employees withdraw and do little or nothing extra to help the organizations. Surprisingly, though, a significant number actually performed at a higher level. One reason, he speculates, is that people keep doing extra work in these abusive situations so they can advance themselves at the expense of others. "Fear motivates people differently," he said.

A study on flexibility in the workplace by **Allen Kraut** of Baruch College in New York was included in a June 7 *Christian Science Monitor* article. According to the Families and Work Institute, 42% of employees choose a compressed workweek. Kraut's study showed that among workers on this kind of schedule, the favorable ratings for work–life balance went up to 57% from 45%.

Annual employee evaluations often are a waste of time and yield little benefit, according to a study by Watson Wyatt, the Washington-based human resources consulting firm. Only 30% of the nearly 2,000 surveyed workers said their company's evaluation process helped them, and less than 40% said the evaluation did not provide clear goals or feedback. **Scott Cohen,** national practice leader of talent management at Watson Wyatt, said that many managers just go through the motions when it comes to employee evaluations.

The story was reported by Knight Ridder and CBS *MarketWatch* and appeared in newspapers throughout the country in May and June.

Three SIOP members contributed to an Associated Press article about the growing use of online screening by retail businesses. **Donald Truxillo,** a professor of industrial psychology at Portland State University, **Richard Harding** of Kenexa, a Wayne, PA firm that designs and administers online assessment systems, and **Charles Handler** of New Orleans-based Rocket-Hire, which helps employers choose selection systems, offered their expertise on the topic. Harding said that advances in technology enable a lot of assessment work to be done in a short time. Online screening allows employers to "focus only on the people who have the best chance of success," noted Handler. Truxillo added that job seekers will get used to online screening over time and likened it to preemployment drug testing, which drew protests from workers 15–20 years ago, but is now fairly routine. In early June, the article appeared in newspapers throughout the country, including the *Houston Chronicle, Seattle Post-Intelligencer,* the Portland *Oregonian,* the Toledo *Blade* and *Orlando Sentinel.*

The July 4 *New York Times* carried an article about whether job tryouts or a series of assignments are exploitive or an effective hiring strategy and quoted **Ben Dattner** of Dattner Consulting in New York City. He said that employers using extended tryouts need to be candid with applicants about the methods and criteria they are using. He added that some applicants actually view job competitions as "more enjoyable than exploitive."

Dattner also served as a resource for a story in the June issue of *Inc.* agazine on personality tests, a May 3 *Christian Science Monitor* article on working vacations, and a story on the use of hiring standards needed by small businesses in the July issue of *Priority* magazine.

A study by **Christine Spitzmueller** of the University of Houston and **Charlie Reeve** and **Steve Rogelberg** of the University of North Carolina at Charlotte on how animal shelter employers are affected by having to euthanize animals was reported in the December 2003 issue of *Animal Sheltering* magazine. Among their findings: more attention to the recruitment of employees is needed as well as proper introduction to their jobs before beginning work.

TIP continues to seek examples of SIOP members who serve as resources for stories about the workplace and I-O psychology. So please, let us know when you contribute to a news story. Or, if you know of a SIOP colleague who has been in the news, let us know that as well.

Send copies of the article to SIOP at PO Box 87, Bowling Green, OH 43402, or tell us about the article by e-mailing siop@siop.org or fax to (419) 352-2645.

Announcing New SIOP Members

Talya N. Bauer
Portland State University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 18, 2004.

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Welcome!

IOTAS

Adrienne M. Bauer and Laura L. Koppes
Eastern Kentucky University

Awards

The International Association of Conflict Management (IACM) awarded the annual Outstanding Article Award to **Michele Gelfand, Marianne Higgins, Lisa Nishii, Jana Raver,** Alex Dominguez, Fumio Murakami, Susumu Yamaguchi, and Midori Toyama for their article, "Culture and egocentric perceptions of fairness in conflict and negotiation" (*Journal of Applied Psychology*, 87[5]). This award honors the best article in the conflict management domain published in 2002.

Eugene Stone-Romero, University of Central Florida, recently won the International Community Award in Orlando, FL. He was honored for his extensive contributions to research on diversity in organizations, his commitment to developing minority students, and involvement with PRIMO, a research partnership between the University of Central Florida and the Central Florida community.

During the 2004 Annual APA Convention, held July 28–August 1 in Honolulu, **Ed Fleishman** received the American Pschological Foundation Gold Medal Award for Life Achievement in the Application of Psychology. This award recognizes Ed's distinguished career and enduring contributions in advancing the application of psychology through methods, research, and application of psychological science to important practical problems. The complete citation appears in the July/August issue of the *American Psychologist.*

In addition, during the convention, Ed received the John C. Flanagan Award for Lifetime Achievements in Military Psychology from APA Divsion 19.

Gary Latham received the Distinguished Scholar Practitioner Award from the Academy of Management in recognition of significant contributions to the field of management. In addition, Gary received the 2004 Heneman Career Achievement Award from the Human Resource Division of the Academy of Management.

CONGRATULATIONS TO ALL!!

Transitions, Appointments, and New Affiliations

Annette Towler will be joining faculty of the Institute of Psychology (I-O include **Roya Ayman, Nam Raju, Scott Morris**, and **Dan Lezotte**) at the Illinois Institute of Technology.

David Youssefnia has launched Critical Metrics, LLC. Based in New York, David can be reached via e-mail at david@critical-metrics.com.

Robert Dipboye has joined the University of Central Florida as chair in of Department of Psychology.

Jana Raver from the University of Maryland has joined the faculty of Queen's School of Business at Queen's University in Ontario, Canada.

Ira Kaplan has been appointed director of Hofstra University's new PhD Program in Applied Organizational Psychology. Jinyan Fan from Ohio State University and Kelly Rutkowski from Florida Institute of Technology have joined the core faculty consisting of Kaplan, William Metlay, Comila Shahani-Denning, and Terri Shapiro. The program will emphasize the integration of scientific rigor and practical application.

David W. Bracken has joined Applied Psychological Techniques, Inc. (APT) as director. In his new position, Dr. Bracken will direct human resource consulting services in the areas of selection, multisource assessment, survey design, performance management and executive assessment for APT's list of *Fortune*® 100 clients and other companies.

Sarah Rassenfoss Johnson has joined Genesee Survey Services in Rochester, NY as a consultant. She will be working with clients to design, implement, and interpret employee surveys. Sarah most recently was director, Executive Talent Management and Organization Research at Eastman Kodak.

John Arnold, one of the founders of HRStrategies (now Aon Consulting), is emerging from retirement. He has founded a new business, Polaris Assessment Systems, that focuses on entry-level testing and interview systems. More information on the new company is available on its Web site: www.polaristest.com.

Jessica Saltz, who has recently completed her PhD at the University of Maryland, has joined Altria's Leadership Development and Diversity group as an organization development specialist. She joins Traci Berliner, who is the vice president of this group.

Blackwell Publishing announces the acquisition of *Personnel Psychology*. Blackwell already has taken over publication of *Personnel Psychology*, ranked 7th out of 49 journals in applied psychology according to the 2003 ISI social science citation report.

Best wishes to all!!

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Laura Koppes at laura.koppes@eku.edu.

David Pollack
Sodexho, Inc.

Please submit additional entries to David.Pollack@Sodexhousa.com.

2004

Oct 5–8   2004 International Congress on Assessment Center Meth-
               ods. Las Vegas, NV. Contact: DDI, Cathy.Nelson@
               ddiworld.com or www.assessmentcenters.org.

Oct 23–24   Effective and Responsible Use of Psychological Tests in
               Pre-Employment Selection. Houston, TX. Contact: Pear-
               son Assessments, (800) 627-7271 ext. 3225 (CE credit
               offered).

Oct 26–28   Annual Conference of the International Military Testing
               Association. Brussels, Belgium.
               Contact: www.internationalmta.org.

Nov 3–6   19th Annual Conference of the American Evaluation
               Association. Atlanta, GA. Contact: AEA, (888) 232-2275
               or http://eval.org.

2005

Feb 25–27   Annual IO/OB Graduate Student Conference. Melbourne
               Beach, FL. Contact: lizmcchrystal@hotmail.com.

March 10–13   Annual Conference of the Society of Psychologists in
               Management (SPIM). Dallas, TX. Contact: Lorraine
               Rieff, spim@lrieff.com or www.spim.org (CE credit
               offered).

April 2–5   Annual Conference of the American Society for Public
               Administration. Portland, OR. Contact: ASPA, (202)
               393-7878 or www.aspanet.org.

April 6–9	Annual Conference of the Southeastern Psychological Association. Nashville, TN. Contact: SEPA, (850) 474-2070 or www.sepaonline.com (CE credit offered).
April 11–15	Annual Convention, American Educational Research Association. Montreal, Quebec. Contact: AERA, (202) 223-9485 or www.aera.net.
April 12–14	Annual Convention, National Council on Measurement in Education. Montreal, Quebec. Contact: NCME, (202) 223-9318 or www.ncme.org.
April 15–17	20th Annual Conference of the Society for Industrial and Organizational Psychology. Los Angeles, CA. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
May 12–15	12th Congress of the European Association of Work and Organizational Psychology. Istanbul, Turkey. Contact: www.eawop2005.org.
May 26–29	Annual Convention of the American Psychological Society. Los Angeles, CA. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
June 4–9	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100 or www.astd.org.
June 19–22	Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).
June 19–22	Annual Conference of the International Personnel Management Association Assessment Council. Orlando, FL. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
June 26–30	Interamerican Congress of Psychology. Buenos Aires, Argentina. Contact: www.sip2005.org.ar.
July 22–27	11th International Conference on Human-Computer Interaction. Las Vegas, NV. Contact: http://www.hci-international.org.

Aug 5–10	Annual Meeting of the Academy of Management. Honolulu, HI. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Aug 7–11	Annual Convention of the American Statistical Association. Minneapolis, MN. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
Aug 18–21	Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
Sept 26–30	Annual Conference of the Human Factors and Ergonomics Society. Orlando, FL. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or http://hfes.org (CE credit offered).

Call for SIOP Fellow Nominations

Nominations due **November 1, 2004** (firm deadline).

Each year the Fellowship Committee requests and evaluates nominations of SIOP members for Fellow status. The key to Fellow status is unusual and outstanding contributions to the field. Contributions can be based on research or practice and application of industrial and organizational (I-O) psychology and can be in any content area of I-O. In addition, a nominee must have been a SIOP member for no less than 2 years at the time of election to Fellow and preferably has had a doctorate for at least 10 years.

A brief overview of the roles and procedures is provided below:

Nominator—must be a Member or Fellow of SIOP.

Endorser—three or more; at least two endorsers must be SIOP Fellows.

If the nominee is elected to SIOP Fellow status, his or her nomination materials are typically submitted to APA and/or APS for consideration as Fellow in APA and/or APS. If the newly-elected SIOP Fellow is nominated for APA Fellow status, at least three of the endorsers must be Fellows of APA. If the newly-elected SIOP Fellow is nominated for APS Fellow status, at least one of the endorsers must be a Fellow of APS.

Nominators must submit a package containing the following completed documents for each nominee (additional information may also be included):

1. Uniform Fellow Application Form—completed by nominator (typewritten).

2. Fellow Status Evaluation Form—completed by nominator and each endorser. (Letters of recommendation often accompany this form.)

3. Fellow Status Evaluation Worksheet—completed by nominator and each endorser.

4. Nominee's Self-statement—completed by nominee; describes the accomplishments that demonstrate why nominee warrants Fellow status (must be in electronic form).

5. Nominee's Curriculum Vitae—with an "R" next to each refereed publication (vita must be in electronic form).

6. Qualification Self-checklist for Prospective Applicants for Fellow Status—completed by nominee if nominee wants to be considered for APA Fellow status.

Checklist for SIOP Fellow Nominators—completed by nominator.

For more information and nomination materials, visit the SIOP Web site (www.siop.org/fellows) or contact **Gary Latham, 22 Whitelaw Ct., Thornhill, ON L3T5E7, Canada, Phone: (416) 978-4916, Fax: (905) 881-6030, E-mail: latham@rotman.utoronto.ca.**

5th Biennial EO/EEO Research Symposium
Patrick AFB, FL, February 17–18, 2005

Announcement and Call for Papers & Presentations

The directorate of Research and the Research and Evaluation Committee of the Defense Equal Opportunity Management Institute (DEOMI) are proud to announce the 5th Biennial EO/EEO Research Symposium, to be held February 17–18, 2005 at the Defense Equal Opportunity Management Institute, Patrick Air Force Base, Florida (located 5 miles south of Cocoa Beach, Florida). This symposium continues a tradition begun in 1994 of providing a valuable outlet for legitimate research concerning military EO/EEO issues and an opportunity for discourse on these important issues. The symposium serves to encourage behavioral scientists, both within the military and outside the Department of Defense, to conduct and report research on military EO/EEO issues. Research topics include (but are not limited to) racism, sexism, extremism, anti-Semitism, sexual harassment, religious diversity, climate analysis, discrimination perceptions, diverse work groups, leadership and diversity, discrimination, job satisfaction, disability, ageism, and EO in a war environment.

Papers. Papers should be submitted by **November 30, 2004.** In general, we are seeking empirical papers; however, nonempirical papers contributing toward theory or practice within the field will also be considered. The submitted papers and proposals will be reviewed (by committee) for scientific merit and quality, and authors whose works are selected for the program will be notified by December 15, 2004. The selected submissions will be grouped, based on the relatedness of their topics, into presentation sessions of (at most) 4–5 papers. Each session will last an hour and 20 minutes, with a 10-minute break between sessions. Depending on how many papers we receive, the number of sessions and number of papers in each session may vary. The final schedule will not be determined until mid-January 2005 (after all papers have been reviewed). We plan not to schedule in the late afternoon or evening unless we are overwhelmed with presenters. We want to allow time for professional conversation and dialog.

Invited panels and presentations. In addition to the paper sessions, we envision having several invited panels and/or presenters to discuss more general research issues. For example, we might have a DEOMI research panel, a climate survey (such as the Military Equal Opportunity Climate Survey-MEOCS) panel (to include a field commander's perspective), an international panel (to discuss relevant EO/EEO in various countries), and a DoD EO panel to discuss the general status and needed directions of EO research in the military. Invited speakers will be chosen based on their history of accomplishment in the field and current research contributions. All invited panels and presentations must submit their material by **December 15, 2004.**

Poster sessions. Proposals for poster sessions should be submitted by **December 15, 2004.** Depending on the number of posters accepted, there may be several poster sessions in the early evening hours. During the sessions, researchers will stand by their posters to explain their ongoing research and answer questions.

Publication. Paper and panel/poster abstracts will be published and made available to conference participants.

Paper/Presentation/Panel Formats. Please contact Mr. Scarpate at address below for specific guidance.

The final symposium schedule (ready about the end of December) and updated information will be posted on the DEOMI Web site: https://www.patrick.af.mil/deomi/deomi.htm.

Registration Information

Symposium registration. Those interested in registering for the symposium or submitting papers, panel proposals, or posters should contact **Mr. Jerry Scarpate in the Directorate of Research by e-mail (jerry.scarpate@ patrick.af.mil), phone (commercial: 321-494-2676; DSN 854-2676), or mail:**

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366 Tuskegee Airmen Drive
Patrick AFB, FL 32925-3399

Hotel registration. This is separate from symposium registration and **will not be handled by DEOMI.** Numerous hotels are available in the Cocoa Beach, Satellite Beach, and Melbourne area. Department of Defense employees (uniform and civilian) may contact the Space Coast Inn, the Patrick AFB Billeting Office, for on-base lodging. Be aware that on-base lodging is limited at Patrick Air Force Base. Government orders should reflect your destination as Patrick Air Force Base and **NOT** Cocoa Beach, Satellite Beach or Melbourne, Florida. The phone number for the Space Coast Inn is **(321) 494-6590/6591.** All transportation arrangements are the responsibility of the individual. We cannot provide travel arrangements or local transportation.

IPMAAC Announces the Call for Conference Presentation Proposals and Student Paper Award Competition
Orlando, FL
June 19–22, 2005

The International Public Management Association—Assessment Council (IPMAAC) is an organization for assessment professionals in public and private sector organizations. Its membership includes more than 600 members actively engaged in practice, research, and training in personnel assessment.

Call for Presentation Proposals for the 2005 Conference

The 2005 IPMAAC conference will be held in Orlando, FL June 19–22, 2005. The annual conference offers professionals the opportunity to share their latest research, initiatives, and ideas with their peers. You are cordially invited to be a part of the 2005 conference. The deadline for submitting proposals for conference presentation is **December 27, 2004.**

The 2005 Student Paper Competition

The Student Paper Award recognizes the contributions of students in the field of personnel management. Graduate and undergraduate students (and recent graduates) are invited to submit research papers that will be judged on the basis of their contribution to the field. The award winner will be given the opportunity to present the winning paper at the conference and will receive up to $600 in conference related travel expenses, free conference registration, a 1-year membership in IPMAAC, and recognition in the widely read IPMAAC and International Public Management Association for Human Resources newsletters. In addition, the university department where the student's research was completed will receive a $500 grant and a plaque commemorating the student's IPMAAC award achievement. The deadline for submitting student papers is **February 11, 2005.**

For more information and complete submission instructions, please visit our Web site at **www.ipmaac.org, or call IPMA-HR at (703) 549-7900.**

Call for Papers
Special Issue on Social Comparison Processes
Organizational Behavior and Human Decision Processes

Social comparison is a fundamental process by which people create meaning about social reality. Since the seminal work by Festinger (1954), research on social comparison processes has flourished in the organizational behavior, social psychology, and judgment literatures. These literatures fall within the domain of *Organizational Behavior and Human Decision Processes,* which makes the journal an appropriate outlet for integrating and advancing research on social comparison.

The goal of this special issue is to create new theoretical and empirical understandings about social comparison processes in and around organizations. We invite papers that address gaps in the social comparison literature, such as:

1. *Initiation.* What prompts people to conduct social comparisons?

2. *Referent selection.* How do people choose referents for comparison, and do different organizational or social settings evoke different classes of referents?

3. *Evaluation.* How do comparisons against various referents influence the evaluation of an object? How do people process information on multiple referents and manage conflicting evaluations from different comparisons?

4. *Objects of comparison.* How does social comparison apply to different objects of comparison, such as cultural values, learning, and organizational change?

5. *Levels.* How do social comparison processes at the individual level extend to group and organizational levels?

6. *Context.* Are social comparisons affected by context, such as work and nonwork settings and different cultures?

7. *Method.* What methodological improvements and innovations would enhance social comparison research?

This list of gaps is suggestive, not comprehensive. We are open to multiple perspectives on identifying new areas for enhancing our understanding of social comparison processes.

Manuscripts should be received by **July 30, 2005.** Instructions for preparing manuscripts are provided at **http://authors.elsevier.com/ GuideForAuthors.html?PubID=622929&dc=GFA.** The issue has commissioned reviews of organizational behavior, social psychology, and judgment perspectives on social comparison, so priority will be given to papers other than reviews.

For more details, please see the July 2004 issue of the journal. Questions should be directed to **Paul S. Goodman (pgoodman@cmu.edu),** special issue editor, or **Jeffrey R. Edwards (jredwards@unc.edu).**

Call for Papers for a Special Section of
Journal of Occupational and Organizational Psychology

Beyond Positivism and Statistics: Neglected Approaches To Understanding the Experience of Work

The *Journal of Occupational and Organizational Psychology* (*JOOP*) is pleased to announce a special section addressing the issue of neglected approaches to understanding the experience of work. This special section will be guest edited by Gillian Symon (Birkbeck College) and Catherine Cassell (University of Sheffield). It is anticipated that the special section will appear in the September 2006 issue of *JOOP*.

It has been argued that occupational and organizational psychology has been dominated by natural science models of the research process and by measurement through surveys and statistical analysis. Past editors of *JOOP* have argued that the journal would benefit from publishing a wider range of relevant research work (West, Arnold, Corbett, and Fletcher, 1992; Sparrow, 1999)—work which may have different underlying philosophical commitments and draw on different kinds of methods. As a contribution to this aim, this special section aims to publish a small selection of outstanding papers, which investigate the established and/or emerging topics of occupational and

organizational psychology but from different epistemological positions than the traditional positivist/normative perspective, and utilising alternative methods to the survey instrument.

Papers for the special section could be in any of the recognised topic areas of occupational and organizational psychology (e.g., selection and assessment, performance appraisal, career development, organization development, motivation etc.) but must be *empirical* papers that adopt an alternative epistemological position (such as interpretivism, critical theory, or postmodernism, for example). Where occupational psychology might normally ask questions such as "to what extent?" or "how does it differ?" in search of norms, these papers might ask other interesting questions such as "how was it experienced?," "what accounts were given?", "how was the process justified?" or "whose voice was heard?" A range of methods and analytic techniques (e.g., interviews, ethnography, observation, case study, narrative analysis, discourse analysis) are welcome. The papers must demonstrate how the epistemological perspective taken can contribute significant insights into the topic addressed.

Manuscripts must be received by **April 30, 2005.** Authors should prepare and submit manuscripts in the usual way (see http://www.bps.org.uk/publications/jOP_1.cfm) and in accordance with regular *JOOP* guidelines. When submitting your paper, please indicate on the front page that it is for the special section on neglected approaches.

All submissions will be blind reviewed, using the normal *JOOP* review process but drawing on a set of evaluation criteria specific to the requirements of alternative approaches—criteria such as reflexivity, credibility, authenticity, liberation and insight. Informal enquiries are welcome and should be directed to g.symon@bbk.ac.uk or c.cassell@sheffield.ac.uk

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American Psychological Foundation
Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) invites nominations for the APF 2005 Charles L. Brewer Distinguished Teaching of Psychology Award.

The Award

The awardee receives a plaque, a $2,000 check, and a two-night, three-day, all-expenses-paid trip to the American Psychological Association's (APA) 2005 annual convention, in Washington, DC, where the award will be presented.

Requirements:

The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:
- Exemplary performance as a classroom teacher;
- Development of innovative curricula and courses;
- Development of effective teaching methods and/or materials;
- Teaching of advanced research methods and practice in psychology; and/or,
- Administrative facilitation of teaching;
- Research on teaching;
- Training of teachers of psychology;
- Evidence of influence as a teacher of students who become psychologists.

Application Process:

APF provides nomination forms. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF at the same time.

The deadline for receipt of materials is **December 1, 2004.** Requests for nomination forms and completed nomination packets should be mailed to the **APF Charles L. Brewer Teaching Award Coordinator, 750 First Street, NE, Washington, DC, 20002-4242.** Requests for nomination forms may also be sent to **foundation@apa.org.**

American Psychological Foundation
Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2005 Gold Medal awards. The awards include a medal, $2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to the 2005 APA convention in Washington, DC, for two nights and three days. (Coach round-trip airfare, and reasonable expenses for accommodations, and meals for two individuals will be reimbursed.) The Gold Medal awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:
- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.

- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Enduring Contribution by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process: Gold medal award nominations should indicate the specific award for which the individual is nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award, as well as the nominee's current vita and bibliography. Letters in support of the nomination are also welcome. All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package. (Note: There is no nomination form.)

The deadline for receipt of complete nomination materials is **December 1, 2004;** complete nomination packets should be mailed to the **Gold Medal Awards Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.**

American Psychological Foundation
2005 Harry and Miriam Levinson Award
Call for Nominations

The American Psychological Foundation requests nominations for the 2005 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology.

The Levinson award is administered by the APA Office of Division Services in conjunction with APA Divisions 13 (Consulting Psychology), 14 (Industrial-Organizational Psychology), and 39 (Psychoanalysis). A committee of the three divisions solicits nominations, reviews nomination materials, and submits the recommended recipient's name and credentials to the APF board of trustees for final approval. The recipient receives $5,000 and a certificate of recognition.

Eligibility. According to the agreement establishing the Harry Levinson Fund with the Foundation, an annual award is to be given to "an APA member who has demonstrated exceptional ability to integrate a wide variety of

psychological theory and concepts and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations."

Nomination procedure. Nominations must include two elements: (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials *must* be submitted in electronic format only. A "cover" e-mail note with the two attached files (in Microsoft Word or PDF formats) should be sent to **division@apa.org.**

Deadline. **March 15, 2005.** Announcement of the recipient is expected to occur by or after April 15.

For more information, please contact the American Psychological Foundation at foundation@apa.org. The APF encourages nominations for individuals that represent diversity of race, ethnicity, gender, age, and sexual orientation.

The American Psychological Association
Invites Applications for the 2005–2006
APA Congressional Fellowship Program

Purpose: To provide psychologists with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government, and to broaden awareness about the value of psychology-government interaction among psychologists and within the federal government.

Criteria: A prospective Fellow must demonstrate competence in scientific and/or professional psychology. Fellows must also demonstrate sensitivity toward policy issues and have a strong interest in applying psychological knowledge to the solution of societal problems. Fellows must be able to work quickly and communicate effectively on a wide variety of topics and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, member of APA, and have a doctorate in psychology or related field, with a minimum of 2 years postdoctoral experience preferred. An applicant must also be a U.S. citizen.

Awards: APA will sponsor up to six Fellows for a 1-year appointment beginning September 1, 2005. Special fellowships are available for psychologists with expertise in educational assessment or health and behavior issues, including HIV/AIDS (see separate program announcements). The fellowship stipend ranges from $50,000 to $65,000 depending upon years of postdoctoral experience. Up to $3,000 is allocated per Fellow for relocation to the Washington, DC, area and for travel expenses during the year. An additional monthly stipend of $350 is provided for health insurance and/or other fellowship-related expenses. Final selection of Fellows will be made in early 2005.

For additional information about the application process, please contact the **APA Public Policy Office via e-mail or at (202) 336-6062.**

The deadline for applications is **January 3, 2005.**

The American Psychological Association
Invites Applications for the 2005–2006
Catherine Acuff
Congressional Fellowship

Program: The American Psychological Association (APA) established the Catherine Acuff Congressional Fellowship in 2000 to honor the memory of Catherine Acuff, PhD and her many valued contributions to the field of psychology and to those it serves. Consonant with the goals of the APA Congressional Fellowship program, Dr. Acuff was committed to the application of psychological knowledge and expertise to solve larger societal problems.

Purpose: To provide mid-career psychologists with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government, and to broaden awareness about the value of psychology–government interaction among psychologists and within the federal government.

Criteria: A prospective Fellow must demonstrate competence in scientific and/or professional psychology. Fellows must also demonstrate sensitivity toward policy issues and have a strong interest in applying psychological knowledge to the solution of societal problems. Fellows must be able to work quickly and communicate effectively on a wide variety of topics and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, member of APA, and have a doctorate in psychology or related field, with a minimum of 5 years postdoctoral experience. An applicant must also be a U.S. citizen.

Award: APA will sponsor one Fellow for a 1-year appointment beginning September 1, 2005. The fellowship stipend ranges from $57,500 to $65,000, depending upon years of postdoctoral experience. Up to $3,000 is allocated for relocation to the Washington, DC, area and for travel expenses during the year. An additional monthly stipend of $350 is provided for health insurance and/or other fellowship-related expenses. Final selection of the Fellow will be made in early 2005.

Application: Interested psychologists should submit the following materials by **January 3, 2005.** Applications should be sent to **Catherine Acuff Congressional Fellowship, Public Policy Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.** For additional information about the application process, please contact the **APA Public Policy Office via e-mail or at (202) 336-6062.**

The American Psychological Association
Invites Applications for the 2005–2006
William A. Bailey AIDS Policy
Congressional Fellowship

Program: The American Psychological Association (APA) and the American Psychological Foundation (APF) established the William A. Bailey Congressional Fellowship in 1995 in tribute to Bill Bailey's tireless advocacy on behalf of psychological research, training, and services related to AIDS.

Purpose: To provide psychologists with interests in health and behavior issues, including HIV/AIDS, with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government, and to broaden awareness about the value of psychology-government interaction among psychologists and within the federal government.

Criteria: A prospective Fellow must demonstrate competence in scientific and/or professional psychology related to health and behavior, including HIV/AIDS. Fellows must also demonstrate sensitivity toward policy issues and have a strong interest in applying psychological knowledge to the solution of societal problems. Fellows must be able to work quickly and communicate effectively on a wide variety of topics and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, member of APA, and have a doctorate in psychology or related field, with a minimum of 2 years postdoctoral experience preferred. An applicant must also be a U.S. citizen.

Award: APA will sponsor one Fellow for a 1-year appointment beginning September 1, 2005. The fellowship stipend ranges from $50,000 to $65,000, depending upon years of postdoctoral experience. Up to $3,000 is allocated for relocation to the Washington, DC, area and for travel expenses during the year. An additional monthly stipend of $350 is provided for health insurance and/or other fellowship-related expenses. Final selection of the Fellow will be made in early 2005.

Application: Interested psychologists should submit the following materials by **January 3, 2005.** Applications should be sent to **William A. Bailey Health and Behavior Congressional Fellowship, Public Policy Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.** For additional information about the application process, please contact the **APA Public Policy Office via e-mail or at (202) 336-6062.**

The American Psychological Association
Invites Applications for the 2005–2006
Education Assessment
Congressional Fellowship

Program: The American Psychological Association (APA) and the American Psychological Foundation (APF) recently established the Educational Assessment Congressional Fellowship to begin with the 2005–2006 fellowship year.

Purpose: To provide psychologists with an interest in educational assessment, testing, psychometrics, and related issues with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government, and to broaden awareness about the value of psychology-government interaction among psychologists and within the federal government.

Criteria: A prospective Fellow must demonstrate knowledge of, and competence in, educational assessment, testing, psychometrics, and related issues in a research, academic, and/or clinical setting. This competence may be demonstrated through coursework, publications, school or individual counseling, educational test development, program administration, college or university instruction, or other related activities. The prospective Fellow must also possess a strong interest in applying psychological knowledge to policy development in an educational context. Fellows must be able to work quickly and communicate effectively on a wide variety of topics and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, member of APA, and have a doctorate in psychology or related field, with a minimum of 2 years postdoctoral experience preferred. An applicant must also be a U.S. citizen.

Award: APA will sponsor one Fellow for a 1-year appointment beginning September 1, 2005. The fellowship stipend ranges from $50,000 to $65,000, depending upon years of postdoctoral experience. Up to $3,000 is allocated for relocation to the Washington, DC, area and for travel expenses during the year. An additional monthly stipend of $350 is provided for health insurance and/or other fellowship-related expenses. Final selection of the Fellow will be made in early 2005.

Application: Interested psychologists should submit the following materials by **January 3, 2005.** Applications should be sent to **APA Congressional Fellowship Program, Public Policy Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.** For additional information about the application process, please contact the **APA Public Policy Office via e-mail or at (202) 336-6062.** Funding for this fellowship is provided through a generous gift from The Psychological Corporation to the American Psychological Foundation.

The American Psychological Association
Invites Applications for the 2005–2006
APA Science Policy Fellowship Program

Program: The Fellow will spend 1 year working as a special assistant in an executive branch research funding/coordinating office. Past Fellows have worked in the White House Office of Science and Technology Policy, the Office of Behavioral and Social Sciences Research, and the National Institute of Child Health and Human Development at the National Institutes of Health, and the National Science Foundation. The Fellow attends an orientation program on congressional and executive branch operations and a year-long seminar series on issues involving science and public policy. These aspects of the program are administered by the American Association for the Advancement of Science for the APA Fellows and those sponsored by over two dozen other professional societies.

Purpose: To provide psychologists an invaluable learning experience in research administration and policy, to contribute to more effective use of psychological knowledge within federal research funding agencies, and to broaden the awareness about the value of the psychology-government interaction among psychologists and within the federal government.

Criteria: The prospective Fellow must demonstrate competence in scientific psychology, display sensitivity toward policy issues, and have a strong interest in applying psychological knowledge to national science policy issues. The applicant must be able to work quickly and communicate effectively on a wide variety of topics, and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, member of APA, and have a doctorate in psychology or related field, with a minimum of 2 years postdoctoral experience preferred. An applicant must also be a U.S. citizen.

Awards: APA will sponsor one Fellow for a 1-year appointment beginning September 1, 2005. The fellowship stipend is $56,200 plus $3,000 for relocation to the Washington, DC area and for travel expenses. Final selection of the Fellow will be made in April, 2005.

Application: Interested psychologists should submit the following materials by **January 3, 2005.** Applications should be sent to **APA Science Policy Fellowship Program, Public Policy Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. Attention: Dr. Heather Kelly.** For additional information about the application process, please contact **Dr. Heather Kelly via e-mail or at (202) 336-5932.**

Applied Psychological Techniques, Inc.

Applied Psychological Techniques, Inc. (APT) announces a new strategic partnership with the Cabot Advisory Group, LLC, a strategic HR consulting firm comprised of former SVPs of HR at major corporations.

Announcing a New Journal
Management and Organization Review

In 2005 Blackwell Publishing is launching a new journal dedicated to publishing China-related management and organization research. The first issue of *Management and Organization Review,* edited by Anne S. Tsui, is available free online at www.blackwell-synergy.com/links/toc/more. This issue features articles by James G. March, Yadong Luo, Victor Nee, Marshall W. Meyer and Elke U. Weber amongst others.

As a researcher, you may be interested in the articles published in this journal or in submitting to the journal yourself. In the inaugural issue, there are Calls for Papers for three special issues. For further details, visit www.iacmr.org/MOR_Call_for_papers.pdf. Papers for these or regular issues of the journal can be submitted to **iacmr.mor@asu.edu or visit the Web site www.iacmr.org/MOR.htm.**

Blackwell Publishing is also running an "early bird" subscription offer—for further details, please ask your librarian to contact **lorna.james@oxon.blackwellpublishing.com,** or for a discounted personal subscription send an e-mail to the same contact.

APS Call for Submissions Open: October 25, 2004–January 31, 2005

Members of APS are invited to attend and present their work at the **APS 17th Annual Convention**, the only national conference dedicated exclusively to psychological science. The meeting will take place at the Westin Century Plaza Hotel & Spa in Los Angeles, California on May 26-29, 2005.

The Call for Submissions welcomes proposals for:
- Symposia that address different perspectives on important psychological issues.
- Hot Topic Talks that inform listeners of new and exciting research, in a brief presentation format.
- Posters that display psychological research and findings.

For more information, including guidelines, or to submit a proposal online, visit **www.psychologicalscience.org/convention/ or call (202) 783-2077.**